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ABSTRACT

This study tracked the careers, over 2 years, of 193 young English people (particularly at-risk groups) after their permanent exclusion from mainstream schools during 9th, 10th, or 11th grade. The study investigated the impact of pre- and post-exclusion processes, provisions, and outcomes on these young people's life-chances and wider indicators of interventions that made a positive difference. Data from interviews, informal contact, and document analysis indicated that many young people had severe social difficulties beyond school prior to exclusion. Those who considered their exclusion unfair were more likely to be engaged in education, training, or work 2 years later than those accepting the exclusion as fair. Approximately half of the respondents were engaged in education, training, or employment 2 years after permanent exclusion. In achieving these outcomes, several factors were important, including belief in their own abilities, support from family members or friends in networking into the community, and feeling that their permanent exclusion was unjust. Ethnicity rarely related to outcome. No one type of provision was associated with achieving more successful outcomes. The mean time from exclusion until school districts made offers of substantial alternative placement was 3.3 months. Re-integration into mainstream schools often failed. A review of the literature on expulsion and the interview questionnaire for youth are included in the appendices. (Contains approximately 120 references.) (SM)

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ED 476 309

Research Report
No 405

Study of Young People Permanently Excluded From School

Harry Daniels, Ted Cole, Edward Sellman, Jane Sutton,
John Visser with Julie Bedward

School of Education
University of Birmingham

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UD 035 663

Contents

List of tables and figures iii

Abbreviations iv

Acknowledgement iv

Executive Summary v

Chapter One: Introduction 1
Context - Aims - Research objectives - Overview - Method - Overview

Chapter Two: Methodology and Choice of Sample 7
Recruitment of LEAs and the young people - First interviews, tracking and final interviews - Sample attrition - Difficulties - Analysis

Chapter Three: The Young People's Experiences Prior to their Exclusion 15
Key findings - Home and social factors - Youth offending prior to exclusion - School-related factors (including relationships with staff and peers, responses to curriculum, special educational needs, pre-exclusion difficulties and interventions, fixed-term exclusions) Summary

Chapter Four: From Exclusion to Offer of First Placement 28
Key findings - Reasons for exclusions - Perceived fairness/unfairness of exclusions and links to later engagement in education/training - Views on disciplinary committee and appeal hearings - Time to offer of new placement - Summary

Chapter Five: The Service Providers' Perspective: the Range and Appropriateness of Provision 39
Key findings - Overview - LEA Services (management, finance, linkworkers, outreach teaching, re-integration into mainstream schools) - Pupil referral units (physical sites, location, admissions, exclusions, length of stay, hours offered, curriculum, relationships and emotional needs, staffing, successes and difficulties) - Further education college provision (promising developments, resistance, 'bridge courses', 'infill'/discrete provision) - Alternative education programmes (management, staffing and funding, inter-agency partnerships, evaluation) - Special schools - Input from non-educational services (social services, mental health services, mentoring, careers, youth offending teams, inter-agency working)- Summary

Chapter Six: The Young People's Early and Mid-period Experiences after Exclusion: 71
Key findings - First placement (types of provision and frequency of use, acceptance by young people/parents, time from exclusion to take-up of placement, hours offered, degrees of satisfaction/ engagement, staff-young people relationships) - Mid-period engagement and outcomes (excludees' engagement, re-integration and LEA support

received by year group, minority ethnic groups, 'looked after' children, young offenders, gender) - Summary

Chapter Seven: Approaching Two Years after Exclusion 94

Key findings - Destinations two years after exclusion - Young person perceptions of the effects of exclusion - Engagement in education, training or employment (by ethnicity, types of provision, youth offending, looked-after status) - Employment (experience of working, social networks assisting job seeking) - Client views on post-exclusion education/training - Young people's other achievements - Support from professionals - Ambitions for the future -Labour Force Survey - The young people with whom contact was lost.- Summary

Chapter Eight: Implications for Policy and Practice 120

The service provider perspective (review of research objectives) - The young person and family perspective (review of research objectives) - Minority ethnic groups, 'looked after' children and youth offenders - The central issues (influencing young person attitudes and aspirations) - Conclusion

Appendices:

A. Permanent Exclusion from School: a Review of Relevant Literature 137
B. Interview Schedules and Questionnaire 168
C. Coding Frame for Data Analysis 177
D. The Trajectories of the Young People 185

List of references 193

Tables:

2.1 Details of LEAs in the sample
2.2 Sample by ethnicity
2.3 Numbers of first and final interviews using first and final interview schedules
2.4 Coverage of the final interviews
2.5 Percentage of each ethnic group giving final interviews and percentage of the total number of final interviews by ethnic group
3.1 Ethnicity and relationships between young people and staff
3.2 Preference for/attainment in areas of the curriculum
3.3 The young people, special educational needs and the Code of Practice
3.4 Numbers of fixed-term exclusions prior to exclusion
4.1 Frequency of use of reasons for the exclusions by the LEAs
4.2 Perceptions of fairness of the exclusion (and by ethnicity)
4.3 Perceptions of fairness and engagement two years after exclusion
4.4 Reasons for exclusion and engagement two years after exclusion
4.5 Time from exclusion to LEA offer of first substantial placement
4.6 Activities during gap in education
4.7 Time to first substantial offer by type of institution/service
5.1 Summary of local authorities' range of provision supporting excluded pupils
6.1 Summary of first substantial provision post-exclusion
6.2 First placement by the year group in which young people excluded
6.3 Group or individual tuition
6.4 Hours offered at first placements outside mainstream schools
6.5 Summary of number of hours offered at first placements
6.6 Satisfaction of young people with programmed offered at first placement
6.7 Engagement at first placement and youth offending
6.8 Young person /staff relationships pre- and post-exclusion
7.1 Destinations of the young people 23-24 months post-exclusion

7.2 Perceptions of the effects of exclusion two years after
7.3 Degrees of engagement in months 23-24
7.4 Engagement of the young people in months 23-24
7.5 Numbers of offenders pre and post-exclusion
7.6 Youth offending prior to exclusion compared to offending post-exclusion
7.7 Youth offending after exclusion by ethnic group
7.8 Qualifications obtained by the Y10 and Y11 young people
7.9 Social networks aiding achievement of employment
7.10 Types of employment ambition
7.11 Attitudes to education, training and future employment
7.12 Numbers of 'lost' young people by ethnic group

Figures:

6.1 Young people's satisfaction with hours offered at first placement
7.1 Numbers of white young people compared to black Caribbean young people reported to be youth offenders after exclusion
8.1 Summary chart of post-exclusion trajectories

Abbreviations:

ACC	Alternative curriculum co-ordinator
AEP	Alternative education programme
AQA	Assessment and Qualifications Authority
ASDAN	Award Scheme Development and Accreditation Network
CAMHS	Child and adolescent mental health services
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
EBD	Emotional and behavioural difficulties
EOTAS	Education otherwise than at school
EWO	Educational welfare officer
FE	Further education
GEST	Grants for Education, Support and Training
HAS	Health Advisory Service of National Health Service
LAC	Looked after child
LEA	Local education authority
LSU	Learning support unit
NVQ	National vocational qualification
PRU	Pupil referral unit
PRS	Pupil referral service
PSP	Pastoral support programme
RO	Research objective
SENs	Special educational needs
SSD	Social services department
Y9,Y10,Y11	Year group in which the young person was excluded
YOT	Youth offending team

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EXECUTIVE SUMMARY

1. Background

1.1 This study tracked the careers for a two year period, of 193 young people after their permanent exclusion from school during Year 9, Year 10 or Year 11 (13 to 16 years of age) in a representative sample of 10 LEAs. It was commissioned at a time of continuing concern about the numbers of young people excluded from school and the provision made for them. It investigated the impact of pre- and post-exclusion processes, provision and outcomes on the life-chances of the young people and wider indicators of interventions that made a positive difference. There was a particular focus on 'at risks' groups (black young people and children 'looked after'). The study provided evidence of whether the young people were actively involved in education, training or employment two years after their permanent exclusion.

1.2 In this Executive Summary and in the main report, the use of the phrase ' the young people' refers specifically to the young people forming the sample for this study. 'Young person' denotes one member of the sample. 'The exclusion' refers to the specific permanent exclusion in the academic year 1999/2000 that resulted in the young person being included in this study.

2. Major findings

2.1 Approximately 50% of the young people were engaged in education, training or employment 23 - 24 months after their permanent exclusion. In achieving these outcomes the following factors were important:

- the young people had belief in their own abilities;
- ongoing support after the permanent exclusion from link-worker or other skilled local authority staff ;
- supportive family members or friends who helped to 'network' the young people into their communities;
- the young people feeling that their permanent exclusion had been unjust.

When permanently excluded young people consistently refused to engage with or proved themselves unable to avail themselves of the services offered, then post-exclusion outcomes were disappointing.

2.2 The ethnicity of the young people was rarely associated with positive or negative outcomes following the exclusion. The exceptions to this general finding are highlighted below.

2.3 No one type of provision was associated with achieving more successful outcomes. Various post-exclusion pathways were followed leading to both successful outcomes and disengagement or refusal of services.

2.4 The provision attended by the young people after their exclusion tended to be determined by the vacancies available in local provision rather than a careful matching of a young person's needs to appropriate provision. There was wide variation in the quantity of each kind of provision across the sample LEAs.

2.5 Re-integration into mainstream schools often failed but was possible in highly inclusive schools when generously supported by the LEA or when the young person was determined to make a success of his or her new mainstream school placement.

2.6 Those who offended prior to exclusion usually continued to offend post-exclusion and others started to offend. About half of the sample were believed to be post-exclusion offenders (these data were based on staff, young person and parent accounts - not police records).

2.7 Only 26 young people were known to have passed a GCSE (28.6% of the young people for whom there were data) including only one out of 10 'looked after' children.

3. Policy implications

3.1 To address needs adequately, LEAs and partner agencies must make available a range of well-resourced provision (including pupil referral units, programmes in further education, alternative education programmes involving youth, career and other community services, perhaps working with voluntary agencies). In this study different forms of provision appealed to and were successful with different young people.

3.2 It is difficult to force young people who have been permanently excluded down routes they actively resist. Policy and practice have to build upon the client perspective, taking into account:

- what motivates the young person in the present and likely future;
- what the young person believes s/he is capable of achieving in the present and likely future.

This study showed a variety of professionals building upon the client perspective across a range of sites. Where staff, with adequate resources, had skill and commitment, the prognosis could be positive for many of the young people. Policy should facilitate the work of these staff.

4. Key findings from individual chapters

4.1 The young people's experiences prior to their exclusion (Chapter 3)

- Many of the young people had severe social difficulties beyond school.
- 40% were reported to have offended prior to their exclusion.
- Many young people had satisfactory relationships with some staff prior to exclusion, although this was less likely for black students.
- Skilled staff could make any curriculum subject engaging but many of the young people expressed a preference for practical subjects and sport.
- About half the sample had identified special educational needs, most commonly, emotional and behavioural difficulties mixed with some learning difficulties.
- Permanent exclusion usually followed a long history of behavioural challenges from the young person to the excluding school.

4.2 From exclusion to offer of first placement (Chapter 4)

- The official reason for exclusion should be viewed with caution but 'actual or threatened assaults' were the most common reasons for exclusion.
- Black pupils were more likely than white young people to think that their exclusion was unfair.

- Those thinking their exclusion unfair were more likely to be engaged in education, training or work two years after their exclusion than those accepting their exclusion as fair.
- Those excluded for repeated verbal defiance were less likely to be engaged two years after exclusion than those excluded for assault.
- The families of the young people tended to value the help from the LEA prior to discipline committee and independent appeal hearings.
- Families and the young people confused discipline committee and independent appeal hearings and doubted the value of these meetings.
- The mean time from exclusion for LEAs to make an offer of substantial alternative placement was 3.23 calendar months (sometimes including school holidays).
- There was no significant association between time-out of education prior to offer of first placement and engagement in education, training or employment two years after the young person's exclusion.

4.3 The service providers' perspective: the range and appropriateness of provision (Chapter 5)

- Each of the 10 LEAs offered a range of provision for excluded young people including PRUs, re-integration into different mainstream schools, further education and alternative education programmes. The offers varied in quantity, for example, there were long waiting lists for admissions to PRUs in two LEAs.
- Link-workers from a range of professional backgrounds could make a significant contribution to positive outcomes for excluded young people.
- Achieving successful re-integration into mainstream schools was difficult but possible subject to the receiving school having an inclusive ethos, the young person accepting normal school rules and routines and ongoing support being offered by the LEA.
- Skilled, experienced staff, whatever the type of provision, were crucial to successful outcomes.
- Pupil referral units were sometimes obliged to make long-term provision for excluded pupils.

- Provision in further education colleges for 14 to 16 year old students is developing but there remain staff preparation and training issues.
- Alternative education programmes (e.g. run in partnership with national voluntary organisations) can work well but tend to be subject to uncertain and limited funding.
- Generally, there remains a need for improved inter-agency working in support of excluded pupils.

4.4 The young people's early and mid-period experiences after exclusion (Chapter 6)

- As their first substantial placement after exclusion, over half the total sample (56%) went to pupil referral units; 14.5% to new mainstream schools and 6.5% to FE Colleges.
- About 40% of those going to PRUs received 11-20 hours' education a week and 40%, 5-10 hours a week. Of the young people for whom there were data, two thirds were satisfied and engaged with the programmes provided at their first placement.
- Relationships between the young people and their new teachers were much better than their relationships with staff in the excluding schools.
- Youth offending was associated with disengagement from placements.
- There was no association between engagement and ethnicity or looked-after status.
- Table D1 (Appendix D) shows varied pathways in the mid-period, with different young people settling or not settling into different types of provision.
- No patterns emerged in relation to ethnicity.
- Most of the small sample of children 'looked after' continued to pose serious difficulties.

4.5 Approaching two years after exclusion (Chapter 7)

Two years after exclusion, contact had been lost with 27% of the sample including a disproportionately high percentage of black young people and girls. In relation to those with whom contact was maintained:

- About half were judged to be engaged in education, training or employment .

- Engagement in all types of educational provision fell away as young people neared school leaving age.
- Half of the young people saw their exclusion as damaging but 19% saw it as a positive event.
- Young people who had received more fixed-term exclusions prior to exclusion were more likely to be disengaged.
- Those who offended prior to exclusion usually continued to offend post-exclusion and others started to offend. About half of the sample were post exclusion offenders.
- There was a trend towards white rather than black young people being offenders.
- White young people were more likely to be disengaged than black young people.
- Only 26 young people were known to have passed a GCSE (28.6% of the young people for whom there were data) including only one out of 10 'looked after' children.
- Young people in employment had often used family contacts/networks to obtain their job.
- Some help had been received for most of the young people from careers officers, education welfare officers and re-integration teachers but rarely mental health workers, social workers, or workers from the 'new services' (Connexions, Youth Offending Teams).
- Many of the young people had very limited ambitions for the future.

5. Methodology

5.1 The study began in September 2000 and ended in September 2002. It was a quantitative and qualitative longitudinal study over four phases, involving semi-structured interviews, ongoing informal contacts with young people, families and staff and documentary analysis. Interviews were recorded, noted and coded using the headings employed in the interview schedules and a framework for analysis agreed with DfES.

Chapter One: Introduction

1.1 **Context.** In the decade preceding this study, there was considerable concern about the general rise in the numbers of pupils permanently excluded from schools (see Appendix A, A2.3) and the particular over-representation of certain minority ethnic groups and children 'looked after' by local authorities in those numbers. A suspected link between exclusion and youth offending was also an issue. Further, worries were expressed about the quality and quantity of provision made for young people once excluded from school.

While official school exclusion figures were declining in 1999 concern continued and exclusion figures for 2000/2001 were to show an increase. New government guidance was contained in Circular 10/99, 'Social Inclusion: Pupil Support' (DfEE, 1999a) and Circular 11/99 (DfEE, 1999b). These laid out clear guidelines (e.g. on the operation of discipline committee hearings and independent appeal hearings) for schools and LEAs to follow. These requirements were coming into effect as the young people, who became the sample for this study, were being permanently excluded in the academic year 1999/2000.

A crucial government target was that LEAs were to make suitable full-time provision for excluded pupils by September, 2002, a date that fell after the formal time-frame for this study. It is also important to note that new government initiatives, in particular, Connexions and Youth Offending Teams, likely to be of benefit in providing 'rounded' inter-agency services for excluded young people, were in their infancy during the course of this study.

1.2 **Aims.** The study sought to highlight factors associated with positive outcomes for excluded pupils including both those who returned to mainstream education and those who did not. The aims were:

a.) to track, over a two year period from the point of exclusion, the outcomes for a sample of young people permanently excluded from mainstream school;

b.) to identify whether the outcomes differed for different groups of children;

c.) to identify both institutional and individual factors which had an impact upon those outcomes.

1.3 **Research Objectives.**

1.3.1 The study was to examine the post-exclusion trajectories of the sample of young people from the perspective of:

- the service providers, in particular the sample local education authorities (LEAs);
- the service recipients, in particular the sample of young people but also their families (or occasionally, their carers).

1.3.2 **The service providers' perspective**. From the LEAs' and other local agency perspective, the study sought to describe and discuss (in relation to their impact on the life-chances of the young people permanently excluded):

- (Research Objective 1[RO1]) the quality of exclusions data gathered in each of the LEAs;
- [RO2] the time taken to secure alternative or new mainstream provision for young people following their permanent exclusions;
- [RO3] the range of provision and support for excluded pupils and the extent to which pupils can be placed in appropriate provision;
- [RO4] the priorities within each site of provision/ service (e.g. educational rather than social);
- [RO5] the degree of openness of the senior staff in mainstream schools to admitting pupils permanently excluded from other schools.

1.3.3 **The service recipient perspective**. From the young people's, family's and/or carer's perspective, the study sought to describe and discuss (in relation to their impact on the life-chances of young people permanently excluded):

- [RO6] the degree of young people and parental involvement in the post-exclusion processes;
- [RO7] academic and other qualifications achieved by the young people at the end of Year 11 and later within the two year period following exclusion;
- [RO8] social milestones and employment histories of the young people in relation to targets set;
- [RO9] pathways taken/trajectories followed;

- [RO10] levels of pre- and post- exclusion support from families, professionals and services;
- [RO11] the young people's personal opinions, attitudes, expectations and other individual factors relating to pre- and post-exclusion;
- [RO12] other pre- and post-exclusion institutional factors identified as relevant by the interviewees.

1.4 **Overview of the study.** This study was commissioned by the Department for Education and Employment (DfEE) and was undertaken by the School of Education at the University of Birmingham ('the research team'). It began in September 2000 and ended in September 2002. While tracking the careers, for a two year period, of 193 young people after their permanent exclusion from school during the academic year 1999 to 2000, it addressed the research objectives listed in paragraph 1.3. The study adds considerably to the existing research literature in this area (see literature review in Appendix A).

1.5 **The sample**. The ten sample LEAs were a representative cross-section of English local education authorities (see Chapter 2 for further details). The young people were in Years 9 (aged 13-14 years of age), Y10 (14-15 years) or Y11 (15-16 years) at the time of their permanent exclusion. The sample was weighted towards Y9 and Y10 deliberately: it was felt that young people excluded in Y11 could be difficult to find and then to track as they had already ceased to be the responsibility of LEAs, having passed compulsory school leaving age in June, 2000. The DfEE requested a particular focus on those who have been shown to be disproportionately more likely to be permanently excluded: black pupils, young offenders, children 'looked after' and very disengaged young people who were often 'lost' to their local authorities. The sample was identified from records on 480 young people held centrally by the LEAs for 1999/2000. This approach was unlike other studies of exclusions, where samples had consisted of young people who regularly attended particular provisions or who volunteered to participate. This study aimed and succeeded in reaching many young people who were either refusing, avoiding, or had very tenuous links with education, training or other services offered (although this was not a factor in deciding who to include in the sample).

1.6 **Methodology and analysis**. The study had four phases:

- Phase 1- literature review;
- Phase 2 - recruitment of representative LEAs and the excluded young people;
- Phase 3 - interviews with staff who knew them well for the staff view on effective approaches;
- Phase 4 - first interviews with students and parents, tracking of the Young people and final interviews).

The study involved semi-structured interviews, ongoing informal contacts with young people, families and staff and documentary analysis. Interviews were recorded and noted using the headings employed in the interview schedules (see Appendix B). Selected interview tapes were transcribed to provide material and direct quotations for vignettes and more general use in this report. Data were coded in the Statistical Package for Social Sciences (SPSS) according to a detailed coding frame agreed with DfEE. Summaries of the post-exclusion trajectories of the pupils were plotted using Microsoft Excel (see Table D1, Appendix D). Further information on methodology is given in Chapter 2.

1.7 **Help from LEAs and other agencies**. The contribution of many professionals from a range of agencies was excellent. For example, they set up home visits or accompanied research team members on visits to potentially hostile and violent homes. They helped the research team to build relationships thereby facilitating the gathering of extensive initial and final interview data . Their input helped to minimise sample attrition. Where help from local professionals was less forthcoming, the percentage of successfully completed interviews was lower.

1.8 **Coding system**. Aware of the sensitive subject matter and wishing interviewees to speak freely, the research team committed itself to protect the anonymity of local authorities and individual interviewees. A coding system was therefore adopted. The ten LEAs have been allocated a letter from 'A' through to 'K' (omitting 'I' for clarity). Each young person has been allocated a number prefixed by the letter denoting the LEA where the pupil lived at the time of his or her permanent exclusion in 1999/2000.

1.9 **Terminology: degrees of 'engagement'**. To describe the educational and vocational status of the young people in their first substantial placement after permanent exclusion ('first placement') and approximately two years after their exclusions ('months 23 - 24'), three words were chosen to denote sectors of a continuum of engagement/disengagement:

- *'Engaged'*. Where the data indicated the Young Person attending educational/work experience or vocational provision; or after reaching school leaving age, further education, training or substantial employment, they were deemed to be 'engaged';
- *'Refusers'*. Where the data indicated, prior to their reaching compulsory school leaving age, young people failing to take up the varied offers of their LEA and/or other local agencies, they were deemed to be 'refusers';
- *'Disengaged'*. Where the data indicated poor (occasional and intermittent) take-up of LEA and/or other local agency offers of provision prior to attaining compulsory school leaving age (e.g. unauthorised absences exceeding 50%), such young people were deemed to be 'disengaged'. If, after reaching school leaving age, they did not take up offers of training on a regular basis and/or did not seek employment or persevere with courses at FE, they were also deemed to be 'disengaged'.

A fourth grouping of *'lost'* was necessary. This word is used to denote the young people who could not be followed by the research team at or from differing points in the twenty-four month period following their exclusion.

The research team acknowledges the lack of specificity of these terms and sometimes the difficulties in fitting particular young people into what were merging sectors of a continuum rather than clear-cut categories created by the first three of these terms. However, some grouping and application of labels was necessary for communication of ideas and reporting of findings.

1.10 **Other terminology**. The terms 'the young person' or 'the young people' are adopted to allow for the facts that the sample consisted of teenagers who might be school pupils, or further education students or who might not be attending any form of educational or training provision. Many of the young people received fixed-term exclusions and less frequently, permanent exclusions before and after the exclusion that brought them into the sample for this study. When 'the exclusion' is used without qualifying adjective or descriptive phrase, it denotes the particular permanent exclusion in the academic year 1999/2000 that was instrumental in getting the young person included in this study. 'The exclusion' denotes the time the young person's headteacher sent the formal letter of permanent exclusion to the responsible LEA i.e. the point the young person was forbidden from attending the school. It does not denote the time the LEA confirmed the permanent exclusion i.e. after the disciplinary committee hearing or after the failure of a young person's formal appeal (see Appendix A, section A4 for a description of these post-exclusion procedures).

1.11 **Overview of this report**. The primary focus of the study was to examine the post-exclusion careers of the chosen sample. However, background factors could be associated with particular outcomes for the young people. Therefore, after a chapter describing the methodology, Chapter 3 is devoted to reporting provision, processes, pupil and family factors ahead of the young people's exclusion in the academic year 1999/2000. Chapter 4 reports and discusses findings relating to the period from the headteachers' formal letter of permanent exclusion to the LEAs' offer of a substantial first placement. Chapter 5 reports findings on the sample LEAs' provision, policies and practice. Chapter 6 focuses on the early and mid-period (up to about eighteen months after the exclusion) in the young people's trajectories. Chapter 7 covers the data from the final interviews and other information on the young people in the late months of the two year post-exclusion period. Throughout this study, attention was paid to young people from minority ethnic groups and to gender. However, few outcomes were found to be associated significantly with ethnicity or gender. The exceptions to this are clearly indicated in the chapters below. There was also a focus on outcomes in relation to youth offending and to 'looked after' children. Significant data in relation to these two groups are highlighted. Chapter 8 discusses implications of the study for central and local government policy and practice. The appendices contain a review of recent relevant literature, the research instruments, coding frame for SPSS and Table D1, a visual representation of the two year trajectories of each of the young people.

Chapter Two: Methodology and Choice of Sample

2.1 **Introduction.** This was a four-phase study:

- Phase 1 - literature review (Autumn 2000);
- Phase 2 - recruitment of LEAs and the excluded young people ('The Young people') (late Autumn, 2000 to Spring, 2001);
- Phase 3 - interviews with staff having knowledge of the Young people and study of documentation relating to the Young people (Spring/Summer, 2001);
- Phase 4 - consisted of :
    - first interviews with the Young people and their parents (Spring/summer 2001);
    - tracking of their trajectories (Spring, 2001 - June, 2002);
    - final interviews with Young people, parents and staff approximately two years after each Young Person's permanent exclusion (September, 2001 to June, 2002).

2.2 **Phase 1: Literature Review.** The Literature Review is reproduced in Appendix A. The literature review and the research proposal guided the Research Team's construction of interview schedules (see Appendix B).

2.3 **Phase 2: Recruitment and LEA officer interviews (late Autumn, 2000).** Government exclusion statistics showed LEAs with high, average or low rates of permanent exclusion for the year 1997/1998 in comparison to national and regional means. A representative sample of English LEAs was selected and agreed with DfEE and subsequently recruited. The sample of LEAs was also chosen with DfEE according to region, type, size of secondary school population and ethnic representation. LEA officers were then interviewed about the range of provision offered and LEA data about exclusions examined. These data included information on where pupils were placed.

Table 2.1: Details of the LEAs in the sample

LEA	Region	Type	Size of secondary school population	Ethnic minority numbers in PEx ('97/'98)	Secondary schools PEx ('97/'98) % of school populn.[1]	Number of young people in the sample
A	Midlands	Urban	>20,000	High	> 0.45	47
B	London	Suburban	<20,000	Average	>0.40	18
C	Midlands	Unitary urban	<20,000	High	>0.65	20
D	North	Urban	>25,000	High	>0.35	18
E	North	Urban	<18,000	Low	>0.45	21
F	North	Borough	<18,000	Average	>0.35	20
G	Midlands	Borough	<20,000	High	>0.55	19
H	S. East	Unitary urban	<10,000	High	>0.40	12
J	South	Unitary urban	<15,000	Low	>0.40	9
K	London	Inner City	<15,000	High	<0.30	9

Notes: 1. cf means for secondary schools; 0.33% (national); 0.48 (inner London); 0.34% (N. West and Merseyside); 0.37% (West Midlands); 0.32% (South East - excluding London).

2.4 **Phase 2: Recruitment of the young people (late autumn - early 2001).**

2.4.1 **Responding to the sampling strategy**. The study was concerned with associations between processes and outcomes. The selection strategy therefore prioritised the young people's 'first placement' after exclusion (i.e. placement at new mainstream school, PRU, further education college, 'other' or home tuition/outreach teaching) but also included pupils not thought by the LEAs to be engaging in any form of provision. Within each cohort of 'first placement' the young people were selected to include an over-representation of particular 'at risk' groups i.e. groups known to be over-represented in exclusion figures and at risk of wider marginalisation (see section A2.5, Appendix A). These groups were black young people of Caribbean heritage; black young people of 'other black heritage' i.e. parents or grandparents from Africa or other non-Caribbean or non-African countries (see Table 2.2); and 'looked after' children. DfEE statistics for 1997/98 showed 7.4% of excludees were of black Caribbean heritage; 1.95% of black African and 2.78% of other black heritage.

Table 2.2: Sample by ethnicity

Ethnicity	*Sample size (% of total sample)*
White	104 (53.9)
Black Caribbean	35 (18.1)
'Other black heritage'	13 (6.7)
Bangladeshi	11 (5.7)
Pakistani	11 (5.7)
Indian	2 (1.0)
'Dual ethnicity'*	17 (8.8)
Total	193

* 'Dual ethnicity' consisted in most cases of white and black Caribbean heritage; occasionally more than two ethnic heritages.

Twenty children reported by the LEAs to have been or at that time being 'looked after' were also included in the sample. In line with the approximately four to one national ratio for boy/girl exclusions, 156 males and 37 females were recruited.

2.4.2 **Age range and size of sample**. The study was required to focus on pupils in Years 9 (aged 13-14), Year 10 (aged 14-15) and Year 11 (aged 15-16) (For 1999/2000, government statistics show that, nationally, 78% of the young people excluded were aged between 13 and 16). There were 480 Years 9,10 and 11 young people in the ten LEAs in 1999/2000. From the 480, two hundred young people were chosen. Less young people from Year 11 were chosen because of fears that pupils excluded in Year 11 would be more likely to become lost to their LEAs and to the research team. A final sample of 195 was agreed with DfEE. Subsequently it was found that the data relating to two of the chosen sample were faulty and they were ineligible for the study. The final number in the sample was therefore 193 young people: 86 pupils excluded in Y9; 84 in Y10 and 23 in Y11.

2.4.3 **Replacements**. Letters were sent to each young person offering the chance for the young person or his or her parents to refuse participation. Where refusals occurred, replacements were recruited to maintain the balance required in the sample (e.g. if a black young person of Caribbean heritage in Y10 refused to take part, another black Caribbean in Y10 was chosen).

2.5 **Phase 3: Interviews with staff and documentary analysis.** A member of LEA staff with knowledge of each child's school career and post-exclusion trajectory was interviewed in relation to 185 of the 193 young people (96%). The schedule reproduced in Appendix B was used for each of these. Eight young people were not well known to a member of LEA staff, for instance they had never attended local alternative provision or had moved on to a different area. Some data could be established on these young people but a full interview, using the schedule, could not be conducted. When an interviewee's knowledge of the young person turned out to be limited, additional members of LEA or other agency staff (e.g. PRU teacher, educational welfare officer or FE programme co-ordinator) were interviewed to build a more detailed account of the young person's pre- and post-exclusion trajectory.

Where possible, documentary evidence supplied by LEA officers or encountered on site at PRUs or education offices was studied to verify or add to the accounts of the trajectories. Before each member of LEA staff was interviewed about the young person, details about the professional's experience, work role, knowledge of the LEA's provision and his or her assessment of the effectiveness of approaches and services were elicited (see sections 1 and 2 of staff interview schedule, Appendix B). This information was later expanded, as opportunities arose during the tracking process (see 2.6.2), by conversations with staff and study of documents, to further identify factors thought to link to successful outcomes for the young people.

2.6 **Phase 4: First interviews, tracking and final interviews.**

2.6.1 **'First interviews' with the young people and parents.** First Interviews using the young person and parent schedule (see Appendix B II) took place with 116 of the young people (60%). Using the same schedule, face-to-face or telephone interviews were conducted with 105 parents (54.4%). Conducting detailed interviews, using the schedule, proved impossible in relation to 77 young people, given their disengagement from sites of provision and/or lack of availability for interviews in their homes. A summary of the interviews using the schedules is given in Table 2.3.

Table 2.3 Numbers of first and final interviews using interview schedules (see Appendix B)

Total sample= 193	First Interviews		Final Interviews	
Column A: Interviews with:	Col B: Number (% of 193)	Col. C: Covering YPs (% of 193)	Col. D: Number (% of 193)	Col. E: Covering YPs* (% of 193)
Young Person	116 (60.1)	185 (95.9)*	88* (45.6)	132 (68.4)
Parents (occasionally close relative or carer for children 'looked after')	105 (54.4)		63* (32.6)	
Staff	185 (95.9)		12* (6.2)	

* *On occasions, the young person and his or her parent and a staff member gave a final interview. Therefore the numbers in column D, if aggregated, do not equal the 132 shown in column E. For similar reasons, in relation to first interviews, the 185 in column C does not equal the sum of the numbers in column B.*

Brief telephone or face-to-face conversations (not using the final interview schedule) with contacts in the LEAs with some but not detailed knowledge of the young people, allowed the research team to establish the whereabouts and degree of engagement two years after exclusion of 9 young people. These were in addition to the 132 young people who had been covered by use of the final interview schedule.

2.6.2 **Constructing the twenty-four month trajectories (tracking).** Updates on the young people's trajectories were obtained between first and final Interviews through visits to sites of provision and periodic telephone conversations with either the young people, their families, PRU staff, Re-integration Teachers, link-workers and other professionals with current knowledge of the young people's whereabouts and progress. The fact that the end of the two year post-exclusion for each of the young people occurred anytime between September 2001 and July, 2002, required ongoing visits by the research team to some sites of provision (e.g. PRUs) and to family homes in the LEAs to conduct final interviews. While the primary purpose of a visit would be to conduct one or more final interview, the opportunity was taken to gather information on events in the mid-period for other of the young people (described in Chapter 6 and recorded in Table D1, Appendix D). No formal instrument was felt appropriate to cover the variety of situations in which such tracking data, usually of a factual nature, were gathered.

2.6.3 **Final interviews.** Final interviews using the schedule reproduced in Appendix B III and the Labour Force Survey Questionnaire (Appendix B IV) took place with either the young person, a parent (or close relative) or failing this, a professional with a close knowledge of the child. Final interviews took place in relation to 132 young people (68.4%) near the end of the two year post-exclusion period (see Table 2.3). Details of the coverage of the final interviews is given in Table 2.4.

Table 2.4: Coverage of the final interviews.

Excludee sub-groups:	Number of Final Interviews (% of sub-group n)
Year 9 (n=86)	59 (68.6)
Year 10 (n=84)	55 (65.5)
Year 11 (n=23)	18 (78.3)
Males (n=156)	110 (70.5)
Females (n=37)	22 (59.5)
Looked after (n=20)	14 (70.0)

Table 2.5 gives an analysis of the final interviews by ethnicity. A smaller percentage of black young people were covered by the final interviews compared to coverage of white young people.

Table 2.5 Percentage of each ethnic group giving final interviews and percentage of the total number of final interviews by ethnic group.

Ethnicity	*Numbers covered by final interviews (% of sub- group n)*	*% of total final interviews by ethnic group*
White (n=104)	72 (69.2)	54.55
Black Caribbean (n =35)	21 (60.0)	15.91
'Other black' (n=13)	8 (61.5)	6.06
Bangladeshi (n=11)	7 (63.6)	5.30
Pakistani (n=11)	9 (81.2)	6.82
Indian (n=2)	2 (100.0)	1.52
'Dual ethnicity' (n=17)	13 (76.5)	9.85
Total	132 (68.4)	100.0

Immediately following the final interview, a brief questionnaire overlapping with items covered in the Labour Force Study, was completed wherever possible with the young person or parent.

2.6.4 **Numbers undertaking first and final interviews**. 84 young people (43.5%) and 62 parents/close relatives (32.1%) were interviewed using both the detailed first and final schedules. The research team and DfEE did not plan that a majority of young people or their parents would receive a detailed first as well as a detailed final interview. In the original proposal, the first interviews had been seen as a brief meeting to start a relationship between the research team and the young people and, where possible, the family. However, fears about sample attrition led to a changed policy of capturing as much data as possible from young people and parents in the first interview using a detailed schedule.

2.6.5 **Gap between interviews.** Of necessity, the gap between first and final interviews varied considerably. A significant time-lapse before interviews could start was caused by recruitment (Phases 1 and 2). The result was that the period between first and final interviews for the young people who had been excluded in the Autumn Term 1999 ranged from 5 to 9 months; for young people excluded in Spring Term, 2000, 10 to 12 months; and for young people excluded in the Summer Term, 2000, 13 to 15 months.

2.7 **Sample attrition**. To minimise attrition, a policy of home visits was adopted where young people and parents would not attend pre-arranged interviews in PRUs or other sites of provision. Nevertheless the whereabouts or status of 52 young people could not be established approximately two years post-exclusion and thus, outcomes could not be ascertained for 27% of the sample.

2.8 **Youth offending**. The literature review (Appendix A, A8.2) indicated possible links between youth offending and permanent exclusion. The DfEE steering group was therefore keen to establish offending rates within the sample. Requests to access the necessary Home Office databases to ascertain this were denied on grounds of the Data Protection Act. An alternative source of data might have been information held by the LEAs, but this proved very incomplete. Data on the young people's offending therefore had to be collected in a fragmentary way from written records or from questions posed to staff, parents or the young people themselves in interviews (see Chapter 3, 3.5 and Chapter 7, 7.6)

2.9 **Young people with whom contact was lost**. Some young people were seriously disengaged from or refusing local services. Home visits, sometimes following active detective work, allowed the research team to make contact with and to track some of these young people who could be described as 'lost' to LEAs and sometimes to all statutory or voluntary services. Contact could be unexpectedly lost with others of the young people. These factors explain why the whereabouts or status of 52 young people could not be established in Months 23-24 post-exclusion, and why 61 young people could not be covered by the final interview.

2.10 Methodology difficulties

2.10.1 **Data.** There was variation across The LEAs and agencies within The LEAs in the extent and quality of data held [RO1]. Some records were very detailed and provided access to rich descriptions of educational provision, progress and attainment. Other LEAs were in the process of tightening up systems. The finalisation of the sample was delayed when records revealed inaccuracies for instance in date of birth; date of exclusion; address; telephone numbers; first destination following exclusion and ethnic origin. A further difficulty was the practice of LEAs to file away or destroy records once pupils reached school leaving age.

2.10.2 **Reaching the sample.** Sometimes appointments were not kept necessitating repeated attempts to ensure that first and/or final interviews took place. This determined approach was successful in reaching many 'difficult to reach' young people and parents for both first and final interviews. At times, interviewing families and young people by telephone was the only practicable method. For final interviews, a telephone interview was sometimes preferred by young people who had met the research team previously and with whom there was already a relationship maintained through the tracking process (see 2.6.2).

2.11 **Analysis.** A detailed coding frame was developed (see Appendix C) into which information was entered for each of the young people, drawn from recordings of the interviews conducted and proxy data. The Statistical Package for Social Sciences (SPSS) was used for quantitative analysis. In later chapters, for readability, the full details of chi-squares are not given. The phrase 'statistically significant' denotes obtained Pearson chi-squares significant at the .05 level while 'highly significant' denotes obtained chi-squares significant at the .01 level or less. Qualitative data reproduced in later chapters are drawn from detailed notes made from recordings and from seventeen tapes of particular interest that were fully transcribed. Microsoft Excel was used to construct the individual colour-coded trajectories of each of the young people (Table D1 in Appendix D.).

2.12 **Conclusion.** Given the complexities and time-frame of the study, there were inevitable constraints on the methodology, which have been described above. Despite these, subsequent chapters report extensive new data that give rise to important findings relevant to future policy and practice.

Chapter Three: The Young People's Experience Prior to Their Permanent Exclusion

Key Findings

- Many of the young people had severe social difficulties beyond school.
- 40% were reported to have offended prior to their exclusion.
- Many young people had satisfactory relationships with some staff prior to exclusion, although this was less likely for black students.
- Skilled staff could make any curriculum subject engaging but a majority of the young people expressed a preference for sport and PE.
- Over 40% had identified special educational needs, most commonly, learning difficulty mixed with behavioural difficulties.
- Permanent exclusion usually followed a long history of behavioural challenges by the young person to the excluding school.

3.1 **Introduction**. Chapter 3 reports data on the young people's experience prior to exclusion that might impact on their experiences and trajectory post-exclusion. The chapter addresses aspects of the following Research Objectives:

- levels of pre- and post- exclusion support from families, professionals and services [RO10];
- the young people's personal opinions, attitudes, expectations and other individual factors relating to pre-exclusion [RO11];
- other relevant pre-exclusion institutional factors [RO12].

Home and social factors

3.2 **Qualitative data on family circumstances**. Supporting the findings of OFSTED (1996) and other research (see Appendix A, A3.8), the data revealed complex and often disadvantaging social factors impinging on the young people's lives outside school, often throughout their lives, and sometimes linked by the young people and the adults talking about them to the pupils' behaviour at school. Five examples are given in Vignette 3.1.

26

Vignette 3.1: Home and social difficulties of some of the young people

1.) The mother of E17 (white male) reported that he had a violent father, who was in prison for attempted rape and murder of his mother. The mother said 'My son stayed in his room while this was going on. He would have liked to have been able to do something about it, but couldn't as his father is so violent and would have probably killed him. This is something which he does not find easy to live with – that he was unable to protect his mother'.

2.)The sister of F16 (white male) was in prison for a high-profile murder that attracted much press coverage. His mother went to a psychiatric hospital after her daughter was jailed.

3.) C10 (white male) reported: 'My brother died and my parents separated. My other brother became involved with drugs. I was stealing to fund drugs – but I was never found out. My main problem was my mother. She just couldn't stand the sight of me. Also I would borrow money from people to buy drugs and not be able to pay them back. I lost interest in school – my own thoughts on life was: what's the point?'

4.) E15 (white female): 'Everybody knew I was going that way because I have took drugs since I was about ten or eleven...I think my Mam was angry because I have turned out identical to the ways she was. I've been in the same kids homes as her...I hate my grandparents...The only reason I call my stepdad 'Da' is because we've been together for so long, but we didn't get on because when he got my Ma he was 'I want you and not your kid 'type of thing'. '

5.) E19 (white male) lived for many years with his mother and violent father (presently in prison for murder). He witnessed and experienced regular domestic violence. His mother was hospitalised following assaults by his father... In response to one exclusion, his father ' threatened to put a screwdriver in my head'. The council was said to have removed the family's dogs. This hit him very badly. His moods were 'up and down' and sometimes he physically harmed himself. He shared a bedroom with his big brother. He was not allowed in when his brother had girlfriends back. He would get very angry about it and sometime 'go berserk' *(from interviews with EWO, young person and mother).*

3.3 **Father's occupation before and after the exclusion.** As an indicator of social class of the young people, the questionnaire (see Appendix B [IV]) explored parental occupation. Of the 76 out of the 193 young people's fathers (39.4%), on whom data were available:

- 9 (11.8%) were in the professions;
- 48 (63.2%) were manual labourers or semi-skilled workers;

- 19 (25%) were believed to be unemployed.

This study found no association between father's occupation and the young people's qualifications at the end of Year 11 or degree of engagement two years after exclusion.

3.4 **Home circumstances**. Data were available about home circumstances for 155 of the 193 young people (80.3%). At the time of the exclusion, 95 of these young people (61.3%) were not living with both their natural parents. However no association was found between family-set up and the young people's engagement two years after exclusion.

3.5 **Youth offending prior to the permanent exclusion.** Concern about the reliability of data on youth offending was expressed in Chapter 2 and should be borne in mind. Of 161 young people on whom there were data, 62 (38.5%) either self-reported or were reported by an adult to have offended before their exclusion. Of the 14 children 'looked after' on whom there were data, 11 (78.6%) were said to have offended compared to 51 out of 147 young people (34.7%) of those who had not been in public care. There was a highly significant association between being 'looked after' and offending. This was to be expected in the light of recent research (Hayden and Dunne, 2001; Berridge et al., 2001). Qualitative data gave further insights. H11 believed that his offending linked to the company he was forced to keep in children's homes where he mixed with other regular offenders. E15 (white female) also linked her offending to being in care:

> ' I went into the care system at age 12 and that caused difficulties…I think it more or less told me that it doesn't matter what you do [including offending], because at the end of the day you're just going to get a 'slap on the wrist'. That's the way I saw it then, until ...I was facing going to prison and everything'.

No statistical association was found between other home circumstances and offending. Males were more likely to offend than females: 55/134 male young people (41.0%) were reported as offending compared to 7/27 (25.9%) of females. No associations were established between youth offending and ethnicity or SEN. The tendency for criminal activity to increase as young people enter their mid-teens (Rutter, Giller and Hagell, 1998) is reflected in the data. In general, far more young people excluded in Y10 were reported as having offended than those excluded in Y9 (although this did not obtain for LEAs D or E).

3.6 **Drugs.** In relation to drugs usage (as might have happened in relation to youth offending), young people or their parents might have chosen to hide or to exaggerate experiences, whilst staff interviewees' beliefs could have been faulty. Subject to these caveats, of 121 of the 193 young people (62.7%) on whom there were data, 55 (45.5%) were reported as having some involvement with drugs, although it was not possible to ascertain the nature or the extent of such involvement ('soft' or 'hard drugs; frequent or infrequent use). No statistical association was found between drug taking prior to exclusion and later engagement either at first destinations or two years post-Exclusion. Nevertheless, drug-taking was seen as a major problem prior to and after exclusion in inner-city LEA K (see Vignette 3.2) and other LEAs.

Vignette 3.2: Drug usage

1.) A senior member of staff at the PRU in LEA K said:
'We have a positive impact on most referrals except 'Class A' drug users. As a team we have a huge amount of experience in dealing with kids on cocaine/heroin, which have now become first choice drugs instead of cannabis for many, because it has become very cheap. Once addicted, their behaviour is very erratic, they are not laid back/spaced out as you'd expect. Rather, they lose all inhibitions, so that when they explode it is without restraint, frequent use of violence and use of knives. Our policy is to work with them but the reality is that their attendance is poor, they are up all night scoring, they can't stay awake and they are incapable, mentally and physically, of taking advantage of teaching and support'.

2.) C10 (white female): 'I was expelled in year 9 for 'doing drugs in school'. People said I was giving out drugs to people, but I wasn't; I was having them for myself. I was bringing them on to the premises, having them in the toilets, then going to lessons - if I actually turned up - out of my face. Teachers got sick of me. I was mouthy. I used to swear, storm out of class. They used to put me in either isolation or detention.'

3.) C13 (white male): 'In the children's homes I took 'weed' 'liquid gas' 'aerosols' 'lighter fuel', anything. But not now'.

4.) In LEA F a group of boys were permanently excluded for smoking cannabis on the school tennis courts shortly before their GCSE exams.

School-related factors

3.7 **Introduction**. The literature review in Appendix A (e.g. section A3.2) discusses school organisation, ethos and curriculum prioritisation and possible links to the increasing disaffection of some pupils. In the light of this, it was important to study and to compare the interviewees' views on prior and post-exclusion experiences. This might highlight factors explaining positive post-exclusion outcomes.

3.8 **Relationships at school.** Of the 151 young people (78.2%) on whom there were relevant data: 14 young people (9.3%) were reported as having a satisfactory relationship with all their teachers and 86 (57.0%) with some teachers. It was common for young people and their parents to report 'getting on well' with certain teachers, who were then described as having attributes to be found also in staff encountered in post-exclusion provision. A28 reported: 'Many teachers were OK, some not. Those that I didn't get on with were strict - they made big things out of minor incidents. Those that were OK, were 'safe' and more understanding.' Family reputations could lead to negative labelling (e.g. F12, female, whose brother had previously been permanently excluded from the school that excluded her).

3.9 **Ethnicity and relationships with teachers**. The literature review (see A2.5.2) suggests a disproportionate number of children from some minority ethnic groups having difficulties with their teachers. The study data supported this (note: data were not available on the ethnicity of the staff in the excluding schools).

Table 3.1 Ethnicity and relationships between young people and staff

	Data available on:	Cited satisfactory relationships with teachers:		
		with all (% in brackets)	with some (% in brackets)	none (% in brackets)
White	86	7 (8.1)	58 (67.4)	21 (24.4)
Black Caribbean	23	0 (0.0)	12 (52.2)	11 (47.8)
'Other black'	9	1 (11.1)	3 (33.3)	5 (55.6)
Bangladeshi	7	0 (0.0)	0 (0.0)	7 (100)
Pakistani	9	3 (33.3)	5 (55.6)	1 (11.1)
Indian	1	0 (0.0)	0 (0.0)	1 (100)
'Dual ethnicity'	16	3 (18.7)	8 (50.0)	5 (31.3)
	151	14 (9.3)	86 (56.9)	51 (33.8)

There was a highly significant association between ethnicity and relationships between young people and teachers. As can be seen in Table 3.1, relationships between black Caribbean and Bangladeshi pupils and their teachers were reported as less satisfactory than for other groups.

Vignette 3.3: Two young people from minority ethnic groups.

A21 (black Caribbean male). He received two fixed-term exclusions for fighting. He felt that these had 'No impact, I just chilled out.' he said his Exclusion was for confrontation with a lunchtime supervisor after pushing into a dinner queue with friends and playing games. 'It was not fair, it was a minor incident'. Mother felt 'the school treated my son harshly.' A21 complained that prior to exclusion: ' I didn't feel supported, I felt victimised. It was a small school, mixed sexes and races. It was discriminatory in its treatment of pupils.' His relationships with staff were 'not good. They didn't listen to my point of view. They picked on me and were racist. This means they focused on black kids when telling pupils off.' His relationships with students were 'good - everyone was 'safe" He liked having friends and the football'. He identifies that there were 'lots of minor problems in class, talking and stuff'. There was input from behaviour support teachers, he was put on report, set targets and given weekly talks. There were also 'lots of letters and phone calls home.'

H6 (black Caribbean male) was 'statemented' as EBD when 6 years old , went to an 'adjustment unit' and then to a mainstream primary school. He was permanently excluded in Y6 but went to a mainstream secondary school where he was closely followed and supported by an LSA. After violent outbursts and wider behaviour difficulties, he was permanently excluded and sent to a residential EBD school. Mother spoke highly of the staff's efforts there. Staff at the school reported that they were wary of the allegations of a racist and sexual nature that H6 made against them. He was excluded in Y10 for violence.

3.10 **Relationships with peers**. Interviewees were more positive about their relationships with other pupils. Of 150 young people on whom there were data:

- 43 (29%) were felt to get on with all the pupils at their school;
- 82 (58%) with some;
- and 25(17%) with no-one.

This pattern was consistent across ethnicities. The qualitative data indicated pupils experiencing problems with other pupils in different gangs, either race-orientated (e.g. Asian *versus* white and black in LEA F) or geographically-orientated (e.g. LEAs A, H and E):

> 'After another 6 months out of school, I gained a place at [name] High School but I was the only Asian chap there really, and there was a lot of racial abuse going on. This led to fights' (G13, male Indian).

> 'You go out the school via entrances according to race *(regulated by the pupils)'* (A11, white male).

> 'He did not mix with others, who were mainly from the East of the city. There was a big East/West divide' (Teacher in charge of PRU about E20, white male).

3.11 **Responses to curriculum (quantitative)**. Jones et al. (1998) and Cole et al. (1998) draw attention to pupil preferences for certain aspects of the curriculum and how these might link to degrees of disaffection and behaviour difficulties in class. The study's findings were unsurprising in the light of this research. Some of the young people enjoyed and attained well in more than one of the areas identified in Table 3.2.

Table 3.2 Preferences for /attainment in areas of the curriculum

Curriculum area:	n=	'expressed preference for and/or attained well in...'	%
Academic (e.g. Maths, Geography)	149	39	26.2
Creative	149	38	25.5
Practical	140	26	18.6
Sport /physical education	140	61	43.6

3.12 **Qualitative views on curriculum.** The contrasting responses seen in Table 3.2 were developed by the qualitative data. Liking a subject seemed to relate to the pupil's perceptions of the teachers' attitudes and skills. When asked what was enjoyable at school, F19 replied: 'It was OK at [the 2nd Secondary School] for the first year: I liked Art, Maths, Music – I had teachers who listened and understood'. D17 (white male) said: 'I liked Mr. 'X' for woodwork, and Mr 'Y' (names given) the pastoral year head. I didn't like anyone else. They did 'my head in'…particularly in Music'. In similar vein, B5 reported: 'I liked Maths, Art and Science, I had a nice English teacher which helped to keep me on track in this'. Student views differentiated between different aspects of subjects, in particular a dislike of formal writing, which many pupils found difficult*:*

> 'I couldn't write, that's why I messed about' (E5, white male).

Pupils had perceptions of useful and irrelevant subjects (see Vignette 3.4). Motivating pupils in subjects such as religious education, a modern foreign language or history can often be more difficult when these are seen as 'irrelevant'. An Outreach Teacher said in relation to E16 (white male):

> 'He enjoyed and worked well in Maths and Science. I see this as a 'common attitude' that boys have got - he was quite happy to sort of try at Maths and Science. He didn't see why he should do Art, French and English and that is where some of his problems occurred - in those subjects where he didn't see the point.'

In short, themes identified in other studies were again identified but clear messages did not emerge.

Vignette 3.4 : Disaffection and curriculum

The mother of B18 (white male,Y11) said 'He was a bright lad ...and was not causing bother in most lessons' but in Y8 'He got a cocky attitude, he was not too bothered about doing his work.' B18 said of the curriculum, 'I liked the physical and doing things. Not the writing. Electronics, Graphic Art, I couldn't see the point in French and RE.' By Y10 he said he had 'got in with' an anti-school peer group, was 'bunking off and messing around.' In Y11 he received a two day fixed-term exclusion for fighting. Then he rowed with the French teacher and he was excluded.

His mother said she was 'not bothered': he was 'better out of school. If he is not going to learn what's the point of being there?' She said her son was 'well pleased that it happened. He was ready to leave. He has settled down well and it's made life a lot easier.'

B18 said he 'was disappointed at first. I thought I would manage to see out my school days...Then –great! Straight into work making money with my uncle. I couldn't be bothered with school after that, there was no point.' The family did not appeal against the exclusion. Mother said: 'I just knew that by then [my son] had really taken against the school. I knew it would be a complete waste of time… He would do something to get out again (if he got back in).'

3.13 **Special Educational Needs [SENs]**. Some research (see Appendix A, A3.2.3) has linked pupils' difficulties with learning with their disaffection and exclusion. Often these learning difficulties lead to assessment for special educational needs and placement on the then-current Code of Practice stages (DFE, 1994f). It was therefore unsurprising that of 145 young people on whom firm data were available, 61 (42.1%) were reported as having special educational needs (see Table 3.3). The SENs were described as learning difficulties, behavioural difficulties or a combination of these two.

Table 3.3: The young people, special educational needs and the Code of Practice

Code of Practice Stage	Frequency	%
Stage 1 or 2	9	6.2
Stage 3	25	17.2
Stage 4 (being assessed for statement)	2	1.4
'Statemented'	25	17.2
No SENs	84	57.9
TOTAL	145	100.0

The qualitative data indicated that some young people saw learning difficulties as a major factor in their pre-exclusion experience (see Vignette 3.5).

Vignette 3.5: Learning difficulties.

When asked of his difficulties and how he coped, E5 (white male) identified writing and said: 'I used to fight and skip school.' He claimed that he ' didn't get one bit of help from junior or senior schools. They just expect you to sit in a class of 30 with one teacher and do your work, and if you can't do your work 'cos you can't write, then they just get annoyed with you. 'Normal' schools are bad, I don't like them, they expect you to go straight into school and your parents to have taught you the basics, but not all parents do...It's not fair just sticking kids in school and then making them feel thick, because that's how I felt… I didn't want to do my work, and I couldn't do it, and I looked like an idiot if I tried to do it'.

G3 (dual ethnicity male) said: 'I got left behind with school-work after the fixed-term exclusion in Y8 [school 1]. I never caught up. I fell more behind, so I 'couldn't hack it'. We left [the area] - moved house. I tried to get in at the nearest school – [school 2] but they said it was full. We appealed, but did not get place. I was out of school for eight or nine months during this time. There was no schoolwork set – I did nothing - just stayed at home. I started at [school 3] inY9...The worst school I have ever been to. I found the work very hard and was no longer good at maths, I was so far behind. There was no extra help given.'

This study found no statistical association between SEN prior to exclusion and outcomes two years later.

3.14 **Pre-exclusion difficulties.** DfEE (1999b) have warned against exclusions for relatively minor reasons. It was therefore important to investigate the behavioural histories of the young people and possible links with reasons for their exclusion

before later looking at possible associations with outcomes. From data on 158 YPs, 142 (89.9%) were reported to have experienced problems and usually to have presented behavioural challenges to their schools before their exclusion. Young people and parent interviews suggested that some of the young people had presented difficulties at school from a very early age. F11 talked of the naughty streak in him from nursery school onwards. The mother of G8 recounted:

> 'My son has had problems with his behaviour throughout his time at school. I first thought he could be dyslexic because he was slow with his reading and writing ...He becomes bored easily when he does not have enough to do and this is when he becomes disruptive. Had constant problems at school.'

Many interviewees (e.g. Re-integration Teachers, LEA F; PRU staff in LEA B; outreach teacher in LEA E) talked of young people presenting a catalogue of low-level irritating, disruptive behaviour over a period of years. The descriptor 'dripping tap pupil' was used (Re-integration Teachers, LEA F). The accumulation of these behaviours placed these young people in jeopardy of exclusion sometimes for a relatively minor offence seen as 'the last straw'.

3.15 **Pre-exclusion interventions**. For 84 out of 148 young people (56.8%) for whom data were available, pre-exclusion interventions were said to have been made at school. More detailed data were available for 55 young people. Behaviour and/or social skills programmes were the most common (19 cases: 34.5%). An educational intervention was a close second (18 cases: 32.7%) followed by counselling and/or mentoring (10 cases: 18.2%) and respite (short-term removal from class) for school and pupil (8 cases: 14.6%). From data available for 68 cases, it was felt that these interventions were appropriate and/or effective for less than a quarter (15 young people: 22.1%). Some parents and young people recognised the efforts made by the excluding school to avoid exclusion (Vignette 3.6).

Vignette 3.6: Parents' appreciation of excluding schools' efforts

'My son's school was brilliant. He messed up, he was given a million chances, loads of help and he still messed up. It was same story at his next school *[when re-integrated]* (parent of K5, white male).

'At middle school there was a very understanding headteacher…they arranged for [my son] to choose lessons, based on where he felt there were difficulties. He worked in the library when he was not in lessons. This was a good idea, but it came too late' (parent of E17, white male).

F11 (white male) said, 'I had a good head of year, he did a lot of talking and listening to me, but I didn't listen.' Links were established for the young person to go part-time to the local EBD school to use their outreach service. He spent one day in class there with a 'treat' of one day a week doing outdoor pursuits (rock climbing, canoeing) for over a year.

'The school was so good...They gave me so many chances... I regret it in some ways...but I saw red' (B17, white male).

'The school's main response was to call us in: he [B17] would usually listen to us and do as we asked. He did not want to let us down. I would sit in class sometimes. The school had been patient. This was the last straw. His behaviour was getting more dangerous' (foster-carer of B17).

Sometimes the young people were not sure who the helper was, but still appreciated it. D19 (white female) praised an unknown support worker 'because it was good to know that you could talk to someone.' Conversely, interventions could meet with a disappointing response. A12 (black Caribbean male) talked about the weekly anger management course the behaviour support service arranged for him:

> 'It was rubbish, there was no need. To me it was making me do less work…it was useless, a long way to travel and made me not want to go again… they did silly things, like at primary school, writing down 'love' and 'hate'… counting to 10 seconds, and I'd tell the teachers it ain't about 10 seconds, I can control my anger. I know what I'm speaking. If I get angry it's not because I can't control it, its because something's happened. I did nothing wrong to go on this course. The teachers needed it, not me.'

Pastoral Support Programmes (DfEE, 1999a) were still in their infancy around the time of the young people's exclusions and did not figure in the evidence collected.

3.16 **Exclusions prior to the permanent exclusion (quantitative).** The number of fixed-term exclusions experienced by the young people prior to their exclusion, are shown in Table 3.4. The figures in this table are an indicator of the difficulties experienced by the schools prior to making the exclusions. When put with the study's qualitative data (see Vignette 3.6 above), they do suggest that many schools tried hard to delay and to avoid permanent exclusion. From data available on 158 young people, 35 (24.1%) had been permanently excluded previously from one or more schools prior to the exclusion.

Table 3.4 Numbers of fixed-term exclusions prior to the exclusion

Number of fixed-term exclusions	Frequency	Percent
4 or more or 'lots of'	80	52.0
2 or 3	27	17.5
1	29	18.8
0	18	11.7
TOTAL	154	100.0

3.17 **Fixed-term exclusions and later engagement**. There was a statistically significant association between numbers of fixed-term exclusions experienced by the young people and their degree of engagement in education/training /employment or disengagement/unemployment two years after exclusion. The young people who received a greater number of fixed-term exclusions tended to be those who were disengaged two years after exclusion.

Summary

3.18 **Review of Chapter 3**. The data reported sometimes did and sometimes did not impact on the post-Exclusion trajectories of the young people. It has been noted that :

- *Disadvantaging social factors*. Many of the young people have disadvantaging social and other difficulties beyond their school (including for a minority, traumatic events in the home) that probably affect the way they have responded to school-life. In many cases, these difficulties continue post-Exclusion, for example drug taking is seen in at least one LEA as a serious inhibitor of engagement in education.
- *Youth offending*. About 2 in 5 of the sample were reported to have offended prior to exclusion, and 11 out of 14 (79%) of the small sample of 'looked after' children. No links were found between offending and ethnicity.
- *Relationships with staff*. Many young people had satisfactory relationships with at least some of their teachers and peers in the schools that excluded them, again holding out hope for future relationships with staff, showing the right attributes and skills in post-exclusion provision.
- *Minority ethnic group relationships*. Black Caribbean, other black pupils and Bangladeshi young people were less likely to report satisfactory relationships with teachers at the excluding school.
- *Response to curriculum*. Skilled staff can make any subject acceptable to the young people and different young people preferred different subjects.

However, certain subjects, notably PE, seemed more attractive to more of the young people than others, often deemed irrelevant, in particular modern foreign languages and history.

- *Special educational needs*. Lack of proficiency (e.g. in writing skills) 'showing the young people up' in front of peers probably linked to many young people's disaffection and disruptive behaviour. Over 40% the sample had identified special educational needs (literacy or numeracy difficulties or behavioural difficulties or a combination of these factors).
- *Exclusion follows a history of difficult behaviour*. Permanent exclusion usually happens after a history of behavioural challenges presented by the young person rather than for a one-off incident, and almost half of the total sample had received interventions to try to lessen difficulties although in most cases these were viewed as ineffective.
- *Prior fixed-term exclusions*. About four out of five of the young people had received two or more fixed-term exclusions prior to exclusion. Frequency of fixed-term exclusions was associated with disengagement from education and training two years post-exclusion.
- *Parent views*. Parents sometimes praised the excluding schools for the help and understanding shown; others were critical of schools' lack of assistance and tolerance. Racist attitudes in staff were alleged by a few black and by a few white parents.

Chapter Four: From Exclusion to Offer of First Placement

Key Findings

- The official reason for exclusion should be viewed with caution but 'actual or threatened assaults' were the most commonly cited reason for exclusion.
- Black pupils were more likely than white young people to think their exclusion unfair.
- Those thinking their exclusion unfair were more likely to be engaged in education, training or work two years after their exclusion than those accepting their exclusion as fair.
- Those excluded for repeated verbal defiance were less likely to be engaged two years after exclusion than those excluded for assault.
- The families of the young people tended to value the help from the LEA prior to discipline committee and independent appeal hearings.
- Families and the young people confused discipline committee and independent appeal hearings and doubted the value of these meetings.
- The mean time from exclusion for LEAs to make an offer of substantial alternative placement was 3.3 months (in part explained by going through the legal procedures and in part by availability of alternative placements).
- There was no significant association between time-out of education prior to offer of first placement and engagement in education, training or employment two years after the young person's exclusion.

4.1 **Introduction.** In this chapter, documentary evidence on reasons for exclusions and first interview data are used to describe provision, processes and outcomes relating to the period from the exclusion through discipline committee and independent appeal hearings to the LEAs making offers of alternative provision. The chapter addresses topics relating to one or more of the following Research Objectives:

- time (months and days taken, including weekends and school holidays) to secure alternative or new mainstream provision after exclusion [RO2]
- degree of pupil and parental involvement in the post-exclusion processes [RO6];
- pathways taken/trajectories followed [RO9];

- levels of pre- and post- exclusion support from professionals and services [RO10];
- the young people's personal opinions, attitudes, expectations and other individual factors relating to pre- and post-exclusion [RO11];
- other relevant pre-and post-exclusion institutional factors identified in the interviews [RO12].

4.2 **Reasons for the permanent exclusions**. Neither Circular 10/94 (DFE, 1994c) nor Circular 10/99 (DfEE,1999a) called for the naming of specific reasons for permanent exclusion. It was therefore to be expected that the LEAs used different descriptors for the young people's exclusions. Consideration was given by the research team to employing the same categories as Hayden and Dunne (2001) but on inspection, it was found that the categories used in the ten sample LEAs did not fit easily into these. The categories employed in Table 4.1 were more appropriate.

Table 4.1: Frequency of use of reasons for the exclusions by LEAs

n=193	Frequency (percentage)
Assault on a pupil (actual or threatened)	47 (24.3)
Assault on a teacher (actual or threatened)	29 (15.0)
Two or more reasons	29 (15.0)
Repeated verbal aggression/defiance	22 (11.4)
Other	13 (6.7)
Disruption	11 (5.7)
Dealing drugs	6 (3.1)
Possession of a weapon	5 (2.6)
Possession of drugs	4 (2.1)
Bullying	1 (0.5)
Use of a weapon	1 (0.5)
No documented reason found	25 (13.0)
TOTAL:	193 (100%)

In keeping with recent research (see literature review, Appendix A, A2.1) Table 4.1 shows that the most common reason was an assault (actual or threatened) on a pupil or adult member of staff. Many pupils were excluded for two or more reasons. Drugs and weapon related offences were far less common. In 13% of the 193 cases no documented reason for the exclusion could be established. This was mainly accounted for by incomplete record keeping in LEAs C and G [RO 1].

4.3 **How accurate or fair are these descriptors?** The cited reasons for exclusion should be viewed with caution. The possible 'construction' of reasons for exclusion should be noted (see literature review, Appendix A, A2.1). For example, 'assault on a teacher' can mean a pupil resisting classroom eviction through to a serious actual assault. Many accounts of the exclusions challenge the apparent simplicity of the descriptor used by the LEA, commonly introducing an element of provocation. The parent of G17 (white male) said:

> 'He was permanently excluded after a teacher stabbed him with a pen and he threatened to retaliate with his pen.'

G5 (white male) claimed:

> 'The other student had been tormenting me for about 5 months, and this day he hit me so I thought 'I'm going to hit him back'... My version of events was not really listened to.'

The exclusion often followed a long history of behavioural difficulties. The qualitative data suggest headteachers were guided more by the conviction that the many 'dripping tap' young people (see para. 3.14) had received all the chances they could reasonably be given, rather than the particular severity of the specific event precipitating the exclusion.

4.4 **Perceptions of fairness.** There was a statistically significant association between ethnicity and perceptions of the fairness of the exclusion. Black Caribbean young people were more likely to see their exclusion as unfair than white pupils (see Table 4.2). Data were available for 66 white and 20 black Caribbean young people.

Table 4.2 Perceptions of fairness of the exclusion (and by ethnicity)

	Perceptions of the exclusion			
	Fair (% of sub-group total)	Unfair (% of sub-group total)	Ambivalent (% of sub-group total)	Total
White	23 (34.9)	32 (48.5)	11 (16.7)	66
Black Caribbean	1 (5.0)	15 (75.0)	4 (20.0)	20
Total	24	47	15	86

Differences in perceptions of fairness for other ethnic groups were not significant. No associations were found between gender and perceptions of fairness; or SENs and perceptions of fairness. In contrast was the statistically significant finding that 7 out of 12 looked after children on whom there were data, said their exclusion had been fair. Vignette 4.1 gives a range of young people and parent opinion on the exclusions.

Vignette 4.1: Young people and parent views on their exclusion

'It was very unfair – I was trying to break up a fight between my friend and another boy – the other boys in the fight were not excluded' (C6, white male).

'Unfair; there were no witnesses and the teacher's story was believed when my side was not listened to' (F14, white female).

'Not fair because others were as bad. Fair because I was on my final warning and I broke my contract' (K2, Bangladeshi male).

'The first [fixed-term] exclusion from school was an error on the school's part. My brother had been fighting and they believed this one boy who had said my name instead of my brother's. Loads of other people tried to tell the head that it wasn't me...The school admitted they had made an error and apologised, but it was too late by then. It was down hill from there on, the relationship between me and school were ruined. I became angry and resentful, and even more angry and resentful after the permanent exclusion, but it doesn't bother me now. I got over it a long time a go . If school had allowed me to take my exams, it would have made all the difference. I had always been a 'top student', and was expected to do really well…It ruined my education' (A9, black Caribbean male).

'[not fair] – I wanted to apologise for rudeness – but because of my previous record I was permanently excluded' (J5, 'other black' male).

'It was fair, he had so many chances and support. Kicking an innocent person in was the last straw' (mother of K5).

'It was fair, he was in the wrong [but] other kids should not be allowed to get away with fights either' (parent of A3, Pakistani male).

' My son...is deprived of everything *[by the exclusion]*, with every person and all the teachers blaming him all the time. Nobody ever tried to understand him. For the last three years he has been excluded from 3 schools. The head teachers have shown no responsibility towards the children. We have tried our best, but the teachers and the head teachers, they never listened to us' (G13, Indian male).

No significant association was found between perceptions of fairness of the exclusion and reasons for exclusion.

4.5 **Perceptions of fairness and later engagement.** Table 4.3 cross-tabulates perceptions of fairness with degrees of engagement two years after exclusion for 109 cases for whom there were sufficient data. Those who believed their exclusion to be unfair, or were ambivalent about its fairness, were more likely to be engaged or employed two years after their exclusion, than those who were disengaged or unemployed. This was a statistically significant finding. Perhaps those accepting their exclusions as fair had more serious or engrained difficulties that made engagement less likely.

Table 4.3: Perceptions of fairness and engagement two years after exclusion

	Engagement two years post-exclusion (%):			Total (%)
View of Exclusion:	Engaged or employed	Refusing services	Disengaged or unemployed	
Fair	14 (45.1)	2 (6.5)	15 (48.4)	31 (100)
Unfair	43 (69.4)	6 (9.7)	13 (21.0)	62 (100)
Ambivalent	10 (62.5)	0 (0.0)	6 (37.5)	16 (100)
Total	67 (60.9)	8 (7.3)	34 (30.9)	109(100)

4.6 **Reasons for exclusion and later engagement.** Table 4.4 cross-tabulates the three most commonly cited single reasons for exclusions with degrees of engagement two years after exclusion for 74 cases for whom data were available. Those excluded for assault appear more likely to be engaged two years after exclusion than those excluded for repeated verbal aggression or defiance (a statistically significant finding).

Table 4.4: Reasons for exclusion and engagement two years after exclusion

	Engagement two years post-exclusion (%):			Total (%)
Reason for Exclusion:	Engaged or employed	Refusing services	Disengaged or unemployed	
Assault on pupil (actual or threatened)	23 (62.2)	7 (18.9)	7 (18.9)	37 (100)
Assault on teacher (actual or threatened)	15 (68.2)	1 (4.6)	6 (27.3)	22 (100)
Repeated verbal Aggression/defiance	4 (26.7)	1 (6.7)	10 (66.7)	15 (100)
TOTAL	42 (56.8)	9 (12.2)	23 (31.1)	74 (100)

4.7 **Support from LEA officers post-exclusion [RO10]**. Circulars 10/94 (DFE, 1994c) and 11/99 (DfEE, 1999b) instruct the LEA act quickly after permanent exclusion to involve and to support the parents and the pupil excluded. In line with this, in 144 out of 167 cases (86.2%), the young person and family received a visit from or met with an LEA worker before the discipline committee hearing. Feelings about this intervention tended to be positive. The mother of H4 (black Caribbean male) remembered the visit of an EWO who was 'nice and helpful' and 'would transport me to the school ... and helped arrange exams there'. Of the 144 on whom there were data, 34.7% (50/144) felt that a degree of negotiation about alternative placement possibilities occurred and their needs were appropriately considered.

4.8 **Discipline committee hearings.** The outcome of the discipline committee hearing with governors was felt by many to be pre-ordained. The mother of H3 (white male) alleged, 'It was a load of rubbish. We were not allowed to get our point of view over. We were stopped in our tracks if we spoke. They did not listen to me, when I was telling of my son's tough upbringing…Didn't go to appeal… a waste of time.' E3 (white female) represented the views of many when she said, 'The governors back teachers. No point to it; the school had made up its mind'. 'Not a good meeting' , said J8 (Pakistani female), 'Most of what was reported was not true. I felt that the member of staff was racist'. Of course, the views of those conducting the meetings could not be checked and emotions could be influencing the opinions of parents and young people, but some staff interviewees (e.g. Re-integration Officer for LEA B) backed up these negative views (see Chapter 5). Of the 83 pupils on whom data were available, only 16 (19.3%) pupils were reported as being satisfied with this meeting and of 91 parents, for whom data were available, only 10 (11.0%).

4.9 **Independent appeal hearings.** Of the 137 pupils on whom there were data, 19.7% pupils (27/137 overall, but only 1 in 10 of 21 females) claimed that they appealed against the exclusion. Data were not available on 29% (56/193) of the total sample. Sometimes the interviewees might have confused discipline committee hearings with formal independent appeal hearings. Some parents' apparent lack of awareness is in accord with Harris, Eden with Blair's (2000) worries about LEAs' tendency not to involve the parents as Circular 10/99 intended. Of course, only young people whose appeals failed were included in the sample of 193 perhaps building bias into their views. This might contribute to the impression from the qualitative data that the majority of pupils and parents felt that making an appeal lacked purpose as the decision to confirm exclusion had been taken already:

> 'No appeal – we were told it was pointless' (A5, black Caribbean female).

> 'No point in going to exclusion appeal panel; the school is always right...teachers can be very nasty' (mother of H4, black Caribbean male)

> 'I went to the re-instatement meeting but felt we got an unsympathetic hearing; I think the school had taken against my daughter. Their view would not alter. So there was no point in going for appeal' (father of B1, white female).

In contrast was the family of K5 (white male) who accepted that the exclusion was fair and chose not to appeal: ' He had so many chances, people bent over backwards for him. The parent of J8 (Pakistani female) made the credible claim (in the light of Harris et al., 2000) that going to appeal was not offered.

4.10 **Time to offer of substantial alternative provision [RO2]**. Circular 10/99 is not specific about time-scales for the re-integration or alternative placement of secondary school aged pupils but does state that 'Ideally many excluded pupils should rejoin a mainstream or special school within days or weeks. The longer a young person is out of school the more difficult it can be for them to re-integrate' (DfEE, 1999a, para. 7.1, p.35). Would the study data support this contention? The phrase 'substantial alternative provision' is adopted here as the study ended *before* the government's target date for the provision of full-time and appropriate education for excluded pupils (Circ. 11/99, p.20, DfEE, 1999b). A 'substantial alternative' was not considered to be the one or two hours weekly outreach teaching received by some young people awaiting vacancies in the PRUs in LEAs J or E. Problems arose in establishing exact dates for 'take-up' or refusal of offers. Furthermore, quite often the young people did neither, establishing and maintaining a very tenuous connection with the first suggested education/training destination (see Chapter 6 on 'take up' and Table D1, Appendix D). In the light of these difficulties, it was decided to record the time of the offers, as firmer data existed for these. This would indicate the intentions and capabilities of the LEAs in relation to the government guidance (see Table 4.5).

Table 4.5: Time from exclusion to LEA offer of first substantial placement of alternative education (n = 179)

Time to substantial LEA offer from exclusion:	Frequency (%)
Within 3 months	118 (65.9)
Within 4-6months	36 (20.1)
Over 6 months	25 (14.0)
Total *	179 (100)

* There were no data for 14 young people.

Little activity happened ahead of the discipine committee hearing (to be held within 15 working days of the permanent exclusion - longer if a school holiday intervened). If parents decided to appeal a further month or two would elapse. If parents did not comply with LEA invitations to meetings (as happened according to the Senior EWO/Re-integration officer in LEA B) then further delays could occur. In the event, the mean time to offer of substantial education/training was 3.23 months. The study data did not show a significant association between the amount of time-out following exclusion and the degree of engagement in education, training and/or employment two years post-exclusion.

4.11 **Activities during gap in education.** Table 4.6 indicates how the gap in education following exclusion was spent. The qualitative data suggested that where work was set by the excluding school it was soon completed and tended not be marked. No association was found between degree of engagement two years post-exclusion and activities undertaken during the gap in education.

Table 4.6: Activities during post-exclusion gap in education

n=157	Frequency (%)
Given work by excluding school	24 (15.3)
Staying at home and Meeting with friends	77(49.0)
Staying at home and not going out	39 (24.8)
Undertook private study	14 (8.9)
Undertook informal Employment	10 (6.4)
Went abroad	9 (5.7)

Interviews with the young people, parents and staff painted a varied picture of life in the gap before an alternative placement was found. Sometimes the young person appeared to survive satisfactorily, at others, lack of constructive things to do seemed to link to the young person becoming involved in anti-social behaviour or sinking into low self-esteem and limited horizons. Vignette 4.2 offers a range of 'stories'.

Vignette 4.2: Filling the post-exclusion Gap:
'At home, not bothered at first. Then got bored. Slept till 2 then watched TV' (A1, male, black other).

'At home day in day out for a whole year. Couldn't find a job because I'm too young, not allowed to take exams' (A32, 'dual ethnicity' male).

46

> 'I used to just sit in the house all day, listening to music, playing on the computer. I used to sometimes go out when school had dinner and you could go to the Co-op for your dinner.We used to just walk down with them, it was something to do. I hung around with other excludees (10 or 12 of them)…I learned to read and write myself. I wouldn't say I was the best reader or writer but I'm better than I was. I learned a lot off [TV] watching History, Geography, things like that' (E20, white male).
>
> 'He was mainly at home with me, helping with housework and collecting younger brother from nursery – and then he got bored and he got himself into trouble and started shoplifting and going off with older guys who were not at school. There was no school work set. When I phoned to see about provision I was always told the person I needed to speak to was not available' (mother of G8, 'dual ethnicity' male).
>
> 'After the exclusion I helped at my Uncle's barber shop, sweeping the floor, it was better than roaming the streets. I saw friends, most are older than me. We just hung around and messed about but did nothing bad. I drank but not drugs. I lost a best friend, I don't see him anymore, otherwise it's not made that much difference. I'm back at school, going for a college place' (K2, male Bangladeshi).

4.12 Time taken by LEAs to make offers of substantial education/training

4.12.1 **By ethnicity.** No association was found between differences in time taken by the sample LEAs to make an offer of a substantial placement and the ethnicity of the young person, suggesting that the LEAs were not discriminating by ethnicity when processing the young people post-exclusion.

4.12.2 **By type of institution/service**. Table 4.7 shows the numbers offered different types of first substantial placement and the time taken for the offers to be made.

Table 4.7: Time to first substantial offer by type of institution/service

	Time to offer:			
	Within 2 months (%)	Within 3 -6 months (%)	Over 6 months (%)	Total: (%)
Pupil Referral Unit	62 (62.0)	28 (28.0)	10 (10.0)	100 (100)
New mainstream school	10 (43.5)	11 (47.8)	2 (8.7)	23 (100)
Further education college	6 (46.2)	6 (46.2)	1 (7.7)	13 (100)
Total	78 (57.5)	45 (33.1)	13 (9.6)	136 (100)

No association was found between differences in time taken by the LEAs to make an offer of a substantial placement and the type of placement. Delays in *commencing at* PRUs sometimes related to lack of available places (see later discussion of resource difficulties in LEAs E and G) or the non-existence at the start of the Study of a Key Stage 3 PRU (LEA J).

4.12.3 **By 'looked after' status**. Data were available for 17 out of the 20 young people looked after prior to, or at the time of, the exclusion. Of these, 10 (59%) were given an offer of a substantial placement within 2 months; and 7 in 6 months.

4.12.4 **By other factors**. Whilst mean time to placement varied as a function of year group, differences were not significant. No association was found between young people having SENs and time to first offer of substantial placement.

4.12.5 **By gender**. Data on offers of placements were available for 30 of the 37 female young people. Of these, 16 were given an offer within 2 months and 13 were given an offer within 6 months. The girls fared slightly better than the male pupils, where 11% (16/140 young people on whom there were data) were not offered any substantial provision within 6 months.

Summary

4.13 **Review of Chapter 4.** In relation to the period from the exclusion through to the holding of the independent appeal hearings (where applicable) the following findings emerge:

- *Reasons for exclusion*. 'Actual or threatened assaults on pupils' (followed by 'on staff'), were the most commonly cited reasons for exclusion. However, the cited reason could be misleading and did not record the long history of difficult behaviour usually leading up to the exclusion.
- *Fairness of exclusion and ethnicity*. 15 out of 20 black pupils of Caribbean heritage for whom data were available and most of their parents thought that the exclusion was unfair, a higher proportion than for the white pupils and parents.

- *Fairness and engagement.* The young people who believed their exclusion to have been unfair or were ambivalent about its fairness were more likely to be engaged in education, training or employment two years post-exclusion.
- *Reasons for exclusion and engagement.* Those excluded for threatened or actual assault were more likely to be engaged two years post-exclusion than those excluded for repeated verbal aggression or defiance.
- *LEA support/intervention.* 144 out 167 young people and their families (86.2%) received a visit, or met with LEA PRS, soon after exclusion and many parents gave a positive verdict on the support offered.
- *Discipline committee hearings and independent appeal hearings.* Confusion existed in some interviewees' minds about the difference between the two, but the value of both types of meeting tended to be doubted by the clients, given that:
    - they thought that their point of view was unlikely to be heard as the school and governors had already made up their minds to confirm the exclusion ;
    - the young person had been given all the chances s/he deserved.
- *Time out of education before first substantial placement offered.* 117 out of 179 young people (65.4%) were offered a first substantial placement within 3 months of exclusion and a further 36/179 (20.1%) in six months. The mean for time to offer of first placement was 3.23 months. Most commonly, the young people would stay at home, meet with friends and receive little or no school work from the excluding school during the period before offer of substantial placement.
- *Time out and later engagement.* There was no significant association between time taken by LEAs to make offers of substantial placement and young people's degree of engagement in education, training or employment two years post-exclusion.
- *Time out and other factors.* The time taken by LEAs to offer alternative placements did not link to type of provision, ethnicity nor possession of special educational needs.
- *Waiting lists.* In some LEAs, waiting lists for PRUs delayed offers and take-up.

Chapter Five: The Service Providers' Perspective: the Range and Appropriateness of Provision

Key Findings

- Each of the 10 LEAs offered a range of provision for excluded young people including PRUs, re-integration into different mainstream schools, further education and alternative education programmes. The offers varied in quantity, for example, there were long waiting lists for admissions to PRUs in two LEAs.
- Link-workers from a range of professional backgrounds could make a significant contribution to positive outcomes for the excluded young people.
- Achieving successful re-integration into mainstream schools was difficult but possible subject to the receiving school having an inclusive ethos, the young person accepting normal school rules and routines and ongoing support being offered by the LEA.
- Skilled, experienced staffing, whatever the type of provision, was crucial to successful outcomes.
- Pupil referral units were sometimes obliged to make long-term provision for excluded pupils.
- Provision in further education colleges has potential but there remain staff preparation and training issues.
- Alternative education programmes (e.g. run in partnership with national voluntary organisations) can work well but tend to be subject to uncertain and limited funding.
- Generally, there remains a need for improved inter-agency working in support of excluded pupils.

Overview

5.1 **Introduction.** Data mainly from the staff interviews (see Sections 1 and 2 of the Schedule, Appendix B, I) are discussed below to describe and comment upon:

- the range of provision in the sample LEAs for permanently excluded pupils [RO3];
- the extent to which this range allows the appropriate placement of these young people [also RO3].

Achieving appropriate placement relates to:

- the priorities and nature of each site [RO4];
- the degree of openness/attitudes of senior staff in mainstream schools (similarly in FE colleges) towards the presence and re-integration of pupils excluded [RO5].

5.2 **Overview of the range of provision**. Table 5.1 summarises the range of provision made by the LEAs. The latter had been chosen with DfEE as a representative sample by geographical region; type (inner city, suburban, new unitary etc); size of secondary school population; ethnic representation and high, average or low exclusion rates (see Table 2.1, Chapter 2). The services shown in Table 5.1 were sometimes not designed

Table 5.1: Summary of the local authorities' range of provision supporting excluded pupils

Service Type (offered By Summer 2002)		LEA A	B	C	D	E	F	G	H	J	K
Pupil Referral Service/ EOTAS	Link-workers	Teacher[1]	EWO[2] Teac[3]	EWO	Various[1]	EWO	Teacher[3]	EWO[1] Teac	Car[3]	YW[2]	YW
	Outreach/ Central + home tuition	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Re-integration to mainstream[4]	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Assessment PRU(s)	-	Yes	-	-	-	-	Yes	-	-	-
	KS3 PRU(s)	Yes	-	KS3 +4	KS3 +4	KS1, 2,3,4	KS3 +4	KS3+ 4	Yes	Yes	Yes
	KS4 PRU(s)[4]	Yes	Yes						Yes	Yes	Yes
Further Educatn College	Special courses	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Mainstream 'infill'[4]	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Alternative ed. initiatives[4] e.g. Youth service, NACRO Princes Trust, LEA/ Learning Skills Council or Rathbone partnerships.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Own/other LEA or indep. Special schools		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Non-educational or non-training services	LACs:Social work support	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Careers	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Mentoring	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes
	CAMHs	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Connexions	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	YOTs	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Notes: 1. Linkworker supports young person from permanent exclusion through to establishment in 'First destination'; 2. Linkworker attached to YP shortly after PEx and supports YP until school leaving age reached; 3. Linkworker starts supporting YP some months after PEx but continues to support YP . until school leaving age reached; 4. In all LEAs some young people were 'dual registered'.

for the exclusive use of permanently excluded young people. For example, PRUs and FE provision had a wider remit to help disaffected youth, many of whom had only been *at risk* of being excluded from their mainstream schools. All the LEAs operated a similar pattern. Table 5.1 does not indicate the varying degree of availability or usage of particular forms of provision in the LEAs (see Chapter 6 and Table D1, Appendix D).

5.3 **Terminology.** Different titles were used in the LEAs to describe the same services. The term 'Education Otherwise Than At School' [EOTAS] (title of Circular 11/94, DFE, 1994d) persists in LEA E while other LEAs prefer descriptors such as 'Re-Integration Service' (e.g. LEA F) or 'Social Inclusion Service'(LEA D). For simplicity the term Pupil Referral Service [PRS] will be used for all the LEAs. Similarly, one LEA did not possess a PRU registered with DfEE/OFSTED. At the start of the Study, it operated a Re-integration Service from a small suite of rooms in an FE College. In practice, this provided a mixture of individual and group teaching on site as well as support in the home and in new mainstream schools, as registered PRUs do. The Re-integration Service suite of rooms will now be described as a PRU. Potential confusion exists in the different terminology applied to the following jobs:

- *Re-integration Officers*: This term is used to denote LEA education officers (sometimes ex-Teachers or senior EWOs) with the specialist remit of managing post-exclusion processes and services for the permanently excluded;
- *Re-integration Teachers*: All LEAs employed some teachers with the specialist role of working with and assisting the re-integration of pupils permanently excluded. Again titles varied (e.g. Referral Teacher, Behaviour Support Teacher) but one term, Re-integration Teacher is used for all these specialist teachers.
- *Outreach Teacher*: The descriptor 'outreach teacher' is used to include providers of what is often described as 'home tuition' but more usually takes place in a variety of sites outside the child's home.
- *Alternative Curriculum Co-ordinator [ACC]*: Different names are given to the managers of or co-ordinators for KS4 flexible packages involving placements

at FE colleges and in Alternative Education Programmes [AEPs]: for simplicity the term Alternative Curriculum Co-ordinator [ACC] is adopted.

- *Education Welfare Officer*: EWO is used to cover both EWOs and Education Social Workers, the term employed in some LEAs.

The use of the term 'link-worker' is explained in paragraph 5.5.1 below but 'link-workers' were sometimes re-integration teachers, outreach teachers, ACC or EWOs.

LEA Services

5.4 Management, finance and staffing

5.4.1 **Management systems for PRS (personnel).** The LEAs had systems in place to meet the duties required by the 1996 Education Act and later guidance (Circular 11/99; DfEE, 1999b). Sometimes management of services for excluded children would be closely linked to more general behaviour support services (e.g. in LEAs C and F). An education officer for exclusions/re-integration oversaw other specialist officers, sometimes including a senior educational welfare officer (e.g. LEAs B, E, G and H), who would be involved with the young person excluded and their families often ahead of the discipline committee hearing. As recommended by DfEE (1999b) there was also a Re-integration or 'Alternative Provision' Panel, on which interested parties sat, meeting regularly, to plan and oversee provision for the Young people. A key-person on this was the head of the local PRU .

5.4.2 **Constraints on management**. Prompt involvement and speedy construction of individual re-integration or alternative packages involving PRUs, FE or AEP was thought to bring positive outcomes (staff interview data in all LEAs). There were also admissions (e.g. in LEA G and E) that turning intentions into effective and quick action were sometimes hampered by lack of resources, lack of co-ordination between officers and faulty data gathering systems (e.g. LEAs E, F and G). Working with disaffected and excluded children was an area for which it could be difficult to attract resources, in particular appropriate staffing and premises (evidence from e.g. Head of PRS, LEA E; Manager of PRS, LEA F). Strategic 'joined-up' planning and long-term adequate funding were felt to be lacking in LEAs E, G and H (mirroring Parsons and Howlett, 2000). In LEAs A, B, F and G, the strategy actively promoted by some local politicians and senior officers, namely increased mainstream provision for the permanently excluded, was felt to be unrealistic by some staff (e.g. two heads of PRUs, LEA A; Re-integration Officer, LEA B).

5.4.3 **Financial and employment issues**. Resource issues featured prominently in interviews in all the LEAs. Worries about funding necessitated a continuing search for grants from whatever source. Helpful schemes had been set up under DfEE Standards Fund 19b, for example:

- LEA A appointed a Re-integration Co-ordinator to ensure greater consistency across a number of sites;
- the employment of link-workers (the Social Inclusion Team) in LEA C was made possible.

The Head of PRS in LEA H noted: 'The money is there but the challenge is to get it' through identifying potential funders and by constructing bids matching particular specifications. Some key staff could only be employed on fixed-term contracts (e.g. in PRUs in LEA E and F). FE providers and voluntary organisations worried that the local LEA and schools might not continue in the medium-term to buy services provided by them.

5.5 Link-workers.

5.5.1 **Numbers and role**. Under the PRS management teams were workers who could be teachers (LEAs A and F), educational welfare officers (e.g. LEA E) or from a youth work or other professional background (LEAs C and J) who were attached as case-workers to many of the young persons. These people are described here as 'link-workers'. Of the 162 young people for whom there were data, 94 (58%) were receiving assistance for some of their post-exclusion career from a link-worker. The link-worker's role was to work with the young person and his or her family and to co-ordinate the services available to the young people and to increase the young people's capacity to take advantage of services offered. For example, the link-worker in LEA J brought together input from PRS, EWOs, social services, housing association, careers and CAMHS for disengaged young people. On a very practical level, the link-worker in LEA A arranged the purchase of bus passes for those struggling to afford and therefore to attend their placements. The numbers and exact remit of link-workers varied from LEA to LEA, sometimes relating to additional time-limited monies obtained for example from Standards Fund or 'Excellence in Cities'. In LEA F, the re-integration teachers acted as link-workers from the discipline committee hearing to the young person reaching school leaving age. In LEAs A, B and D the link-workers only helped the young people during their first term at their new mainstream schools or alternative provision.

5.5.2 **Effectiveness**. In 70 out of the 94 cases (74.5%) where a link-worker was involved, this was judged to be instrumental in arranging and/or maintaining an educational placement or employment/training. The interview data from parents and young people (for example in LEAs B, F, H and J) suggested clients who were often very grateful to the support given by the link-workers both to their child and to themselves. Some link-workers (e.g. careers officer and teachers in LEA H and youth worker in LEA J) gave persuasive accounts of successful links being made across agencies for young people with complex needs.

5.5.3 **Limited link-working**. In LEAs C and E, severe financial difficulties helped to explain an absence of link-workers other than the limited services offered by EWOs attached to the PRU and two additional teachers working with the young people who refused to attend the PRU in LEA E.

5.6 'Outreach' teaching ('Home Tuition')

5.6.1. **Role.** Outreach teaching was commonly delivered in community settings rather than the young person's home. Sometimes the outreach teachers' work was supervised by senior staff at the PRUs and sometimes by managers at LEA central offices (LEAs A and F). The purpose of such work was threefold:

- to provide some education to particularly challenging young people;
- as a stop-gap for others awaiting fuller services;
- to provide some education when parents refused other offers for the young person.

5.6.2 **Challenging Young people and persistent 'refusers'.** The Head of PRS in LEA K (echoed by his counterparts in LEA B, E and F) stressed: 'Some of these pupils are beyond control and we're all searching for the answers, locally and nationally to re-engage them'. Similarly many staff interviewees and some parents (e.g. family of B5; mother of F16) cited other young people who were reluctant to leave home to go to provision (even when taxis were provided; PRU manager, LEA F). When other approaches failed, the standard response was to offer small amounts of weekly outreach teaching.

5.6.3. **Outreach as a stop-gap**. Outreach was also used in the short or medium term to cover gaps in LEA provision. For example in LEA H, until excluded young people reached KS4, there was no PRU for them to attend (before a KS3 PRU was opened in 2002). In LEAs G and E, such were the waiting lists for the PRUs that outreach amounting to one or two hours a week, was all that could be provided.

5.6.4 **Responding to parental wishes**. There were instances where the parents of young people refused to allow their child to attend the local PRU because they feared that their child would mix with 'troublemakers', offenders and drug-takers and attendance at such places would damage their child's future employment prospects [e.g.s in LEA B and E]. Providing outreach could be the only available alternative.

5.6.5 **Effectiveness.** 'Outreach' work showed the LEAs trying to meet their duties prescribed by DFE (1994c) and DfEE (1999 a, b) before the requirement for appropriate full-time provision. Where the outreach worker was clearly employed and resourced to be a link-worker, a period of outreach could be useful, repairing some of the damage of the exclusion before more substantial re-engagement of the young person in education and/or training. In LEA E, the outreach teacher (an ex-deputy head who had taken early retirement) gave instances of making the best of the situation. His policy was to collect the young persons from home, take them to the local library where he used the IT facilities as well as basic text books carried with him. He would build confidence, sometimes help the family find a new mainstream school, help to set up AEPs or, in the cases of E5 and E11, steer excludees through to school leaving age prior to their engaging with courses in FE (similar evidence from outreach teacher in LEA C). Conversely, the data suggested that at times outreach work failed to improve outcomes for some young people (e.g. F10, E07, J07). Re-integration teachers in LEA F feared that meeting the target of providing full-time education or training by September 2002 could mean an altered role for them and could restrict their ability to deliver flexible and effective outreach and link-work.

5.7 Re-integration into mainstream schools

5.7.1 **Overview.** Fostering re-integration into mainstream schools was a duty required by Circular 11/99 (DfEE, 1999b). Staff in all the LEAs commented on this, saying it worked well for some Young people: for others, it was either not a realistic option or it worked poorly and quite often resulted in further disaffection and sometimes exclusion (see Chapter 6, 6.17 and 6.18). These findings were to be expected in the light of recent literature (see Appendix A, Section A5).

5.7.2 **Differences between LEAs**. LEA A placed 19 out of 47 young people (40.4%), including eight Y10 young people, back in mainstream schools. In contrast, In LEAs G and J, officers rarely attempted mainstream re-integration for any KS4 pupil. Officers in LEA B did not achieve re-integration for any of the young people in their area: 4/18 young people were 'cross border' pupils (their families lived within the boundaries of different LEAs) and on exclusion, returned to be the responsibility of neighbouring LEAs. In relation to the other young people from LEA B, local schools were foundation schools without any vacancies. Similarly over-subscribed schools hindered attempts at re-integration in LEA H.

5.7.3 **Varying openness to re-integration [RO5].** Some secondary schools had leaders who were less amenable to accepting back permanently excluded pupils than others; and other schools were more inclusive and more likely to make a success of attempted re-integrations (interviews with teachers working in PRUs, re-integration teachers and officers). In LEA B, the Re-integration Officer and ACC reported that headteachers wished to make their own decisions, were concerned about public image and resistant to new requirements (e.g. Pastoral Support Programmes). Attempts had been made by education officers in LEAs E, F and G to persuade headteachers to agree to formulae whereby all schools would accept a few pupils permanently excluded from other schools each year. These agreements were difficult to uphold (Head of PRS, LEA E; Deputy Principal EWO in LEA G). Heads of other schools either in or just emerging from 'special measures' (LEA H, LEA E) were reported to resist admitting excluded pupils, claiming that they had chronic difficulties with many 'problem pupils' already on roll. In LEA A, a senior inclusions officer claimed that the headteachers were perhaps too powerful and able to resist LEA requests to accept pupils excluded from other schools. In LEA F, a senior Re-integration Officer reported that only once did the LEA use its powers to direct a school to accept a permanently excluded pupil. Here there was evidence of senior staff collaborating effectively, agreeing to take in pupils excluded from other schools in the knowledge that fellow heads would 'return the favour'.

5.7.4 **Making schools receptive to re-integrated young people**. A head of a PRU claimed that even in LEA A (relatively successful at re-integration): 'There is an awfully long way to go before we have a truly inclusive city. I'm talking about behaviour here, not other disabilities'. The head of another PRU in the same LEA echoed these views, claiming it amounted to child abuse to place some young people back into mainstream environments ill-suited to their needs. In similar vein, interviewees sometimes stressed more general advice on how to create schools that were better at managing difficult behaviour (see literature review, e.g. Section A5). The teacher in charge of an assessment PRU in LEA B urged schools to create better links and collaboration between pastoral and SENs staff and time for more listening and talking to individual children to prevent the escalation of minor difficulties. The senior teacher in charge of a learning support unit in LEA F wanted senior colleagues in his and in a neighbouring school, not to use their Learning Support Units (LSUs) as places for internal exclusion. Successful re-integration required more colleagues to develop their pupil-management skills (e.g. avoiding negative labelling, inappropriate use of language and using frequent 'bawlings out'). He also welcomed and wanted to extend the movement towards more vocational work and flexi-timetabling (playing to pupil strengths) in Key Stage Four.

5.7.5 **Factors relating to successful re-integration.** Data from staff and pupil interviews suggested that successful and lasting re-integration was more likely to happen when:

- the young people were serious about making a success of their new placement. An experienced Re-integration Teacher in LEA F stressed that the Young people had to possess the desire and willingness to accede to mainstream expectations in relation to discipline, attendance and to working in class;
- the young person had been excluded for a 'one-off' out-of-character 'offence' rather than having demonstrated a long record of troublesome behaviour (Re-integration Teacher in LEA A);
- the Young person should also be academically able, keen to pursue an examination timetable and therefore not be likely to depress the school's GCSE results (Deputy Principal EWO for LEA G);
- LEAs offered adequate support to the receiving schools before and after the re-integration using Re-integration Teachers (e.g. LEAs A, C and G): where this was promised but sometimes did not happen (LEA G) it led to resentment (Deputy Principal EWO, LEA G);
- using LSUs as a staging post to fuller re-integration (LEAs A and F);
- on-going staff development in inclusive practice e.g. using a Standards Fund grant, in LEA H, mainstream teachers spent half a term working part-time in the local PRU, watching practice and developing new skills in responding to pupils' emotional and behavioural difficulties;
- trust had been built between PRS/senior PRU staff and local schools: in LEA H the Head of PRU would attend local headteachers' meetings and claimed an improving and altering attitude towards the notion of re-integration;
- a staged approach was adopted e.g. a period of dual registration preceded full re-integration.

5.7.6 **Dual registration.** Dual registration, as advocated in Circular 10/99 (DfEE, 1999a) involved part-time attendance in the new school while attending the PRU for some of each week. During this period, the school and the child were prepared for full-time re-integration (LEAs A , F, H, J and K). In LEA A the dual-registration period usually lasted twelve weeks. It involved close working between the Re-integration Teacher, young person, family and the receiving school. The individualised programme for the child contained agreed and regularly monitored targets. Considerable success was claimed for this approach in LEA A and was said to be developing well in LEA H (Head of PRS, LEA H). However, the Deputy Manager of the Re-integration Service in LEA F pointed to the practical difficulties of co-ordinating individual pupil's timetables between PRUs and mainstream schools.

5.8 Pupil Referral Units

5.8.1 **Introduction.** Numbers of pupils attending English PRUs rose from 5043 in 1995 to 8479 in 2000 and continued to rise in 2001(DfES, 2002a). Reflecting these national figures, there was a heavy demand for PRUs in The LEAs. This section looks at the range, nature and appropriateness of PRU provision, reporting staff interview data on key topics.

5.8.2 **Physical sites**. In LEA A, renovations to a redundant school to convert it to a PRU had resulted in a pleasant learning and social environment. In contrast, visits by the research team sometimes revealed physical provision of a barely satisfactory nature (Appendix A, A6.4.3). Buildings were too large and very difficult to supervise or to provide support to colleagues having difficulties (e.g. LEAs E and K); or very cramped allowing little space for group work, practical or artistic work or for offering individual private support to children in distress (e.g. LEAs H and F). In LEA B, old wooden 'huts' and mobile classrooms were used. 'Demountables', with limited space although pleasantly furnished, were also used in LEA H. In LEA D, an old factory building, with few windows, was employed. In LEAs E and C, redundant special schools were employed. In short, staff often worked with very challenging young people in less than satisfactory accommodation. A further issue was the impermanence of the PRU sites. Unsettled debates continued about location and time of tenure of sites during the study in LEAs C, E, F and G. Senior staff in PRS and other interviewees (e.g. in LEAs E, F and B) maintained an enthusiasm for their work but felt that improved physical facilities would enable the more effective addressing of the young people's needs.

5.8.3 **Location and transport**. The location of sites sometimes made more difficult the task of increasing the degree of engagement of some of the young people. On occasion it was reported as actively discouraging attendance. Staff in LEA E noted the long bus rides that the young people from the east of the city had to make to reach the new site on the western fringes of town. In LEA F, re-integration teachers were able at the start of the study to provide transport, for example to get young people past racially-sensitive areas, through which some of the young people claimed to be frightened to walk. With the increase of group-teaching and a more formal timetable, this type of service had to be reduced and attendance levels fell. In LEA B, the father of B10 (white female) claimed that the PRU place offered by the LEA in which they lived (not LEA B) was some fifteen miles away and involved complicated and potentially dangerous travel by bus and train for an unaccompanied young woman: B10 effectively left education near the start of Y10. The LEAs clearly had dilemmas beyond funding and the availability of suitable accommodation. Interviewees in LEAs B, E, F and H talked of the extreme reluctance of some of the young people to travel beyond their immediate neighbourhood. In one area of LEA B, some excludees would attend a local assessment PRU but not the more distant main KS4 PRU. Real or imagined gang cultures/'turf wars' also played a part in discouraging some young people from attending sites viewed to be 'off their patch' (LEAs E and H). In LEA G, consisting of a number of adjacent towns, Young people only wished to use provision in their home town.

5.8.4 **Admissions difficulties**. Admission to PRUs was often subject to unavoidable delays. The post-exclusion legal processes (discipline committee and sometimes independent appeal hearings) take up to two months, and took longer if school holidays intervened. Accounts were given of parents, undecided about the best course of action for their child, slowing down placement (e.g. Senior EWO, LEA B). Problems were also present in LEAs B and H who did not have KS3 PRUs (i.e. for Y9 excludees). In LEA C, plans to increase capacity for KS3 were blocked by local residents objecting to the conversion of a unit previously serving the emotionally vulnerable to one for KS3 excludees. In other cases, particularly LEAs E and G, there were waiting lists: securing admission to PRUs could take six months to a year. While waiting, the young person would usually be offered minimal outreach/home tuition. In LEA B, in the absence of a dedicated KS3 PRU, Y9 pupils would be held in one of two small 'assessment' PRUs.

5.8.5 **Exclusions**. Circular 11/99 (DfEE, 1999, para. 6.29) allowed heads of PRUs to exclude exceptionally challenging young people. The study data showed a need for this. In LEA E, six out of the nine Y9 pupils were in effect excluded from the PRU, usually in Y11 and on safety grounds. Formal exclusion procedures did not need to be invoked as the pupils continued to receive some input from the PRS in the form of limited outreach support or examination supervision (E02, E07, E17, E19). Similarly 'arranged transfers' falling short of formal exclusion happened from PRUs in other LEAs (e.g. LEAs B and C). In interview, managers of PRS in various of the 10 LEAs (e.g. LEAs E and F) saw no alternative to official or unofficial exclusion on health and safety/ child protection grounds. The Head of PRS, LEA K, was particularly worried about the influence on others of pupils who were confirmed Class A drug users. Heads of PRUs were also sensitive to parental worries, influencing their degree of tolerance of particularly challenging young people. In interview, parents of some of the young people (e.g. E5, B4) were seriously worried about their non-violent, non-criminal and non-drug using child being 'contaminated' or bullied by other young people.

5.8.6 **Length of stay**. For some young people, a PRU proved to be the intended stepping stone to an appropriate longer term placement elsewhere. For others it became a long-term placement in the absence of suitable alternatives (see paragraph 5.8.7). In LEA F, young people attended the PRU base in the FE College for a few weeks or for more than a year. In LEA E, the Head of PRS reported that some excludees stayed in the PRU for over two years. In LEA A, the senior education officer charged with furthering inclusion, aimed to cut the average 6 month stay to fourteen weeks, but this target worried, and was felt to be inappropriate by, at least two heads of PRUs. They said that this could only happen if there was a change in the willingness of secondary school managements to accept back and to provide suitable support to children excluded from other schools, although some progress was being made through use of re-integration teachers. Overall, a quarter of the Y9 young people spent a year or more in a PRU (see Table D1, Appendix D).

5.8.7 **Consequences of EBD school closures**. In six of the LEAs (LEAs D, C, E, G, B and H) senior staff and class teacher interviewees expressed concerns that their PRUs were being used inappropriately for young people who in the past had, in their view, been better served by attending local EBD schools, designed for long-term provision. In a seventh, LEA A, a head of PRU advocated the placement of excludees with statements only in special schools. In LEAs E and G (with severe waiting lists), interviewees expressed serious concern about the placement of pupils with EBD in the PRUs. In LEA C, two LEA EBD schools had recently closed and in LEA D, three schools. In LEAs B and H, severe problems with 'special measures' EBD schools had prompted them to buy provision in FE Colleges for a limited number of Y11 pupils who would otherwise have been in the local EBD school but this left other young people with EBD taking up long-term places in the PRU.

5.8.8 **Circular 11/99's 'suitable full-time education' target**. During this study and in response to Circular 11/99, the LEAs were moving towards providing offers of suitable full-time education or training or alternative programmes. Government required this target to be met by September 2002. It was recognised that the content of the full time education/training offer could be 'significantly different' (DfEE, 1999b, para. 5.1, p.17) from the normal KS4 experience. Nevertheless, some worries remained (e.g. managers and experienced staff in LEAs E, F and J) about the realisability and suitability of full-time provision for all permanent excludees. If their LEAs and other agencies provided additional and secure long-term funding that allowed strategic development then it was to be welcomed for most excludees. However, there could remain a few young people, such interviewees argued, more suited to a part-time experience. For some of these pupils, it was hoped that this would be a passing phase on the way to accessing full-time provision. Conversely, students who were well motivated in Y9 sometimes became very difficult to manage safely within a PRU *and* in alternative programmes in KS4, necessitating a reduction in the hours such young people were expected to attend provision. Experienced staff wanted the freedom to match what was offered to the capacity and willingness of the young person to engage with and to take advantage of that offer. Also to be noted were the views expressed in some interviews with staff and some young people, that one reason the pupils settled and enjoyed attending the PRUs was the fact that they were only required to attend part-time.

5.8.9 **Hours of education and additional activities offered per week**. In 1999/2000 most PRUs offered a half-time service (between 10 and 13 hours a week) for KS4 pupils. This was sometimes extended, where the young people chose to take up these options, by a day a week at a bridge course in FE college, extended work experience or AEP placement or use of a local sports hall (as happened in LEA F). The offer in most LEAs was scheduled to increase for 2000/2001 and to achieve full-time offers by the government target of September, 2002. In 2001, in LEAs A, B and J, there were examples of young people receiving virtual full-time education in PRUs; and in LEA G, full-time provision involving PRU and FE placements. It should be noted that LEA and other agency 'offer' can be very different from the actual hours 'taken up' by the young people. Further detail on the hours provided for the young people is given in the next chapter.

5.8.10 **Curriculum**. Offering a wide, challenging, varied and individualised curriculum was an important indicator of whether appropriate provision was being made for the young people [RO3]:

- *Width.* The PRUs in all ten LEAs visited by the research team tried to offer a broad and balanced curriculum (although not the National Curriculum in its entirety. Width of specialist offer could be restricted by the availability of subject specialists employed on small staff (stressed by teacher interviewees in LEAs J and A). In LEA H, this problem was alleviated by the secondment of specialist staff for half-term periods from mainstream schools. Larger PRUs, e.g. in LEA B, similarly had a range of subject specialists, facilitating the matching of courses to pupil strengths and preferences. There was always an emphasis on improving basic literacy and numeracy skills, recognising that many of the young people lacked confidence and ability in these areas.
- *Accreditation.* In some PRUs there was well-established accreditation, including the offer of a few GCSEs. In the well-provided and organised

PRUs in LEA A, 6 GCSE courses were offered. PRUs in LEAs G and E did not offer GCSE courses but hoped to move in this direction. However, they, like the PRUs in the other LEAs were offering other accreditation using materials provided or approved by Assessment and Qualifications Authority, ASDAN, Compact 2000 and acquired through students' accumulation of small units of experience linked to practical demonstration of achievement.

- *Variety*. Computer packages were used frequently to develop educational basic skills. In LEA H, there was a CDT teacher on site, who offered a practical dimension, appreciated by excluded young people (interviews with staff and pupils in LEA H). In LEA B, an experienced teacher claimed a good response to textile work. Art specialists were available at some sites (e.g. LEA H), sometimes making a GCSE art course an attractive option. Some PRUs had access to gyms or community sports facilities to allow for a physical education session per week (e.g. LEAs F and H). The attractions of canoeing and other outdoor pursuits were recognised in some PRUs and staff had experience and training in these areas (e.g. PRUs in LEA B and F). Some staff worried about their inability to make adequate sporting provision, recognising that this could be a powerful motivator as well as an important part of education (PRU teacher, LEA A; Re-integration Teacher, LEA F).
- *Links to schools and colleges*. Most PRUs provided linking services/bridge courses or shared placements with FE colleges, sometimes mainstream schools and courses provided by 'alternative providers'.
- *Addressing individual needs*. Student B4 ('other black' male) went to drama lessons at the local comprehensive and obtained a good grade in GCSE drama. This was an example of skilled staff in the PRUs identifying a pupil's preferences and abilities and then building that young person's self-esteem, widening his social experience and making the achievement of accreditation in the chosen area a possibility.

5.8.11 **Relationships and emotional needs**. Staff interviewees from all the LEAs stressed that central to successful work in PRUs was relationship building between the young people, their families and skilled, committed staff. These relationships were used as the bedrock for addressing emotional and social needs. Addressing such needs was sometimes seen as the primary task, ahead of providing a wide education and a necessary precursor to attaining the young people's attention and capacity for learning in class (e.g. Head of PRS, LEA E: Technology teacher, PRU, LEA A; Head of Assessment PRU, LEA B). Many parents and young people said that staff gained their respect through hard work and skill until they became 'significant others' to the young people and their families. A necessary, caring attitude was shown by a teacher, after her handbag had been stolen by a pupil. She stressed the importance of forgiveness: 'We never carry things on or hold grudges...I can't help but to love these kids to bits' (Re-integration Teacher, LEA F). Positive relationship building occurred through the regular sharing and skilful use of time together at the PRUs. When staff interviewees were asked (see schedule in Appendix B) to describe the factors that they believed contributed to successful work in PRUs, they stressed finding time to listen to and to talk non-judgementally and empathetically to the young people. It was also very important to build relationships with the young people's families (e.g. Head of PRS, LEA H; Manager of Re-integration Service, LEA F). Some worries were expressed about staff's future ability to find the necessary time for relationship building and addressing emotional needs if PRUs became too dominated by an 'academic' and 'achievement' orientation that necessitated group teaching at the expense of individual work (e.g. staff interviews in LEAs B, E and F).

5.8.12 **Appropriate styles of working: building on pupil strengths**. Making a general point, heard in other interviews (e.g. teachers in PRU in LEA E; re-integration teachers, LEA F), the Head of PRS in LEA H claimed: 'It's no good giving them [the young people] what they have failed at already'. She talked of the need to offer 'the adult service model'. It was essential to create a comfortable, challenging and safe environment in the PRUs where the young people's views were taken into account and where they felt respected and wanted. Education, training and work experience should be high on the agenda but delivered in a manner that prompted young person motivation rather than resistance. Achieving the right balance was an ongoing challenge, but one that seemed to be achieved in many of the sites visited (observations by research team in PRUs in LEA A, B, F and J). Here the difficulties of reconciling academic demands, routine and order, with flexible, frequent and individualistic responses to the many behavioural challenges encountered on a daily base, were in the main overcome by skilful staff, working under skilled leadership. Success was believed to relate to their use of particular approaches:

- practical and 'hands on' rather than formal writing;
- good humoured deflating of difficult situations;
- calmness in the face of anger and aggression;
- some tolerance of known minor 'weaknesses' or irritations;
- avoiding known triggers of particular pupils' 'acting out' behaviour;
- creative use of teaching materials;
- frequent use of informal and formal praise (verbal or display of certificates on walls or end-of-week award ceremonies at which certificates or prizes were distributed e.g. in LEA K).

The atmosphere in the PRUs was less formal than mainstream schools and could allow for the close mingling of staff and young people e.g. sharing cups of coffee together. Controversially but importantly for some young people, a 'blind eye' could be turned to allow confirmed smokers to smoke periodically, just off the unit premises. Staff and pupils sometimes viewed each other as friends who would share confidences.

5.8.13 **Staffing**. High quality staffing in all services working with disaffected youth or pupils with EBD is an obvious prerequisite of effective work that appropriately addresses young people's needs (Cole et al., 1998; OFSTED, 1999). Particularly in the south east of England, acute recruitment difficulties existed that could be exacerbated by funding issues. A number of staff had been hired at short notice and retained on part-time and/or temporary contracts (e.g. in LEAs F and E), a situation not contributing to feelings of security or motivation. In some PRUs there had been quite frequent changes in middle management. In short, a mixed picture emerged with the best practice seemingly happening where there was stable and skilled staffing.

5.8.14 **Dual registration.** Table D1 (Appendix D) shows some of the young people experiencing forms of dual placement during the two years following their exclusion. More common than a mainstream school 'sharing' an excluded child with a PRU, was a young person on the PRU's role attending part-time FE bridge courses or AEP or extended work experience. Staff interview data indicated that such practice could work well for some excludees.

5.8.15 **Success and difficulties in engaging young people**. Many staff interviewees believed that PRUs were appropriate placements for many of the young people, aiding re-engagement and further social and educational development, although not for the most 'extreme' cases. Indeed, many less challenging young people would not engage consistently at their PRUs and some refused the placement altogether (see Chapter 6 and Appendix D). There were also young people, either through limitations in staff skills or through the young person's genuine extreme or dangerous behaviour, who had their hours reduced and sometimes were forbidden from further attendance. When staff were asked whom they felt they 'failed', most commonly mentioned were:

- those with severe EBD (sometimes 'statemented', sometimes not formally assessed);
- those who were youth offending on a regular basis;
- some children with complex social and family difficulties, sometimes 'looked after';
- some young people with quite pronounced learning difficulties (sometimes 'statemented', sometimes not formally assessed).

'Hard' drug users were of particular concern at the PRU in LEA K, both for fear of 'contaminating' other pupils but also because of their life-styles that made them unreceptive to education. Finally, it was claimed by a PRU teacher in LEA A that Asian pupils could be very difficult to engage as some Asian parents chose to sort out difficulties through family and faith-based connections in this country or abroad, rather than avail themselves of LEA services.

5.9 Further Education college provision.

5.9.1 **Introduction.** Provision in FE colleges, for disaffected young people including some with EBD or excludees, is a relatively new but promising venture (DfEE, 1997). The data gathered through staff interviews and visits by the Research

Team were not extensive but add to a limited existing literature. Indications were given of approaches that lead to positive outcomes (LEAs B and F) but also of schemes launched quickly and perhaps with inadequate preparation of staff (LEAs B and H). Each of The LEAs contained at least one FE college offering some service to disaffected KS4 pupils, usually including pupils permanently excluded from secondary schools. Chapter 6 and Table D1 (Appendix D) show a third of the Young people being offered and usually taking up places in FE, often ahead of reaching school leaving age, and sometimes with positive outcomes.

5.9.2 **Promising developments.** The Alternative Curriculum Co-ordinator in LEA B, described the effective programmes being developed there. Resistance from some staff continued (see below). However, crucially, there was enduring support from the college management. Further, the ACC had been able to enlist teachers and instructors who were committed to and enjoyed the challenge of working with disaffected youth. They were supported by a youth worker and teaching assistant seconded from the local EBD school. If there were difficulties with students in a teaching session, help was on hand to provide back-up and counselling. Over a period of three years, this group of staff had been able to evolve practice and to win over other key members of staff. 'Infill' (placing students with special needs or with behavioural difficulties into mainstream courses) happened in motor maintenance, information technology, hairdressing, beauty, electrical installations, construction, art and design, and sports studies. All courses led to accreditation. In LEA C, a specialist scheme had won a DfEE Beacon Award. Under this a group of disaffected and/or students previously excluded, received nine hours of English, Mathematics (in 2001 leading to GCSE examinations) and IT as a separate group. 'Less able' students could gain accreditation through the Open College Network Examinations. There was health education and careers input. The specialist tutor was also timetabled to allow her to make home visits and to offer a weekly one-to-one mentoring session, both seen as important parts of her work. This specialist scheme, like that in LEA G, provided a mix of discrete and 'infill' provision.

5.9.3 **Resistance to KS4 schemes**. It was to be expected that difficulties would accompany a new area of provision. Foremost amongst difficulties were staff attitudes to disaffected young people. Many lecturers in FE were reported to be imbued with a tradition of providing academic subjects to quite mature young people, who were motivated easily and were over sixteen years of age. Such staff were said to resent working with challenging KS4 pupils or even allowing them on campus. There was a tendency towards the negative labelling of pupils permanently excluded (evidence from interviews with ACCs in LEAs A and B; specialist FE staff in LEAs C, G and H).

5.9.4 **Staff skills and development**. The data suggested a general lack of preparation and training for this specialist work but that some staff were able to 'learn on the job'. In LEA H, the tutor in charge of a specialist programme had to adjust hastily from working with young people with severe learning difficulties to a very different clientele. Similarly in LEA B, a music specialist had to adjust quickly to a contrasting role without specialist training. In LEA H, the specialist scheme was bolstered by the arrival of an ex-policeman, but again this person had not received appropriate specialist training. Where 'infill' operated, the instructors and academic tutors had rarely encountered young people comparable to the KS4 permanently excluded. Learning, often from stressful experience, could happen relatively quickly. Staff who proved unsuited to the work had left or been given altered roles (interviews with ACCs in LEAs A and B; specialist FE staff in LEAs C, G and H).

5.9.5 **'Bridge' courses ('shared placements').** Part-time attendance at PRUs was sometimes linked to placement on 'taster' courses at FE college in Y10 and Y11(see Appendix D). The students could sample the contrasting life-style of college and find a subject that motivated them: in Y11 or post-sixteen, they could sign up for a more substantial course in that subject. In LEA A such courses might occupy anything from 5 to 20 hours a week and could be linked to certificates of achievement issued under the Compact 2000 schemes (Archer, 1998). If a young person, already in Y11, took to a particular subject, then flexible arrangements could be made to develop that interest through infill into related extended courses. A re-integration teacher, in LEA F, saw this approach as successful in engaging some young people who could not adapt to the stricter regime of the GNVQ Level 1 courses (for example in construction) that required full attendance from 9 a.m. to 6 p.m. for two days a week.

5.9.6 **Discrete groups for particular subjects**. In LEA D, in some colleges, attempting to blend the disaffected (including some disruptive excludees) with mainstream students had proved unpopular and too difficult to manage. To avoid these difficulties, discrete groups for motor maintenance and construction had been formed.

5.9.7 **Summary.** The study data suggested that provision in FE can suit young people in KS4 who show a degree of maturity and are not severely disruptive (evidence from specialist FE staff and programme organisers in LEAs A, B, C, F, H and K). Some young people benefit when freed from the more formal and controlled life-style, or the negative distractions of peer groups of secondary school or PRUs. The freedom:

- not to wear uniform;
- to relate to adults in a different style;
- to escape many school rules seen as oppressive

and to sample practical and vocational courses that contrast with National Curriculum courses in KS3 can be attractive. A record of youth offending can be a barrier, particularly for those who wish to follow child care courses (LEA G interviewee). The ACC in LEA B shared figures with the research team, indicating that young people achieved national accreditation in a range of subjects. As a further indicator of success, 6 out of 9 disaffected students studying motor vehicle maintenance in Y11 signed up for post-16 courses in the same area. Similar accounts were given in other of The LEAs. Examples of FE placement linking to the engagement and sometimes full-time employment of some of the young people can be seen in Table D1 (Appendix D).

5.10 Alternative Education Programmes [AEP]

5.10.1 **Introduction.** Alongside PRUs and FE provision lie an array of basic education, social skills, vocational training and outdoor pursuit programmes run by local authority, voluntary and private bodies. For convenience, these are described as Alternative Education Programmes [AEP]. Some of the young people clearly took advantage and gained from these. Data gathered through staff interviews, documentary analysis and occasional visits to particular programmes, offer some insights into the content of AEPs and the views of those running them on appropriate practice. The central messages from interviewees are:

- the young people's engagement with AEPs cannot be enforced;
- the style of the programmes needs to contrast with the experience the young people commonly had in mainstream secondary schools.

A teacher attached to an AEP in LEA C mirrored the view of other AEP interviewees:

> 'We work *with* [the YPs] and accept them as they are whether it's a drug problem, an alcohol problem, whether they're a street girl, whatever, we accept them as they are. We try to offer them alternative routes. *We* can't change people's lives, but what we can do is say 'If you want to change your life there are ways of doing it and we can help you to do it.' But it's very much about the young people taking some sort of control for their own lives and their own futures.'

5.10.2 **Management, staffing and funding.** In most of The LEAs (e.g. A, B, G, H), a panel for the management of alternative education approaches for KS4 met regularly. AEP panels involved representatives from PRS, education welfare, youth and community service, careers and sometimes other statutory or voluntary bodies. The panels matched young people to vacancies and reviewed the progress of clients. High on most panels' agenda was the ongoing search for future funding (interviewees in LEAs A, C, F, G). Government and other grants had enabled much productive work but financial uncertainty impacted on the hiring of staff and could influence the willingness of experienced staff to stay in this field of work (Careers Officer, seconded as AEP co-ordinator in LEA H). Despite these difficulties, some services had operated for many years e.g. a driving/vehicle maintenance scheme in LEA G had existed for a decade. A greater amount of funding had been noted in recent years (Heads of PRS, LEAs D and H). Senior staff in PRS were well informed about local AEP opportunities in relation to excludees.

5.10.3 **Youth-service and local authority partnership programmes**. Excludees could access places on training programmes operated mainly by youth workers. An example existed in LEA B, where the local youth service had set up courses covering media, basic skills, communication, information technology, motivational training, work experience, sport and community studies, into which the PRS bought at £100 per week per excluded pupil. In LEA E, some of the Young people participated in part-time programmes including gymnastics and other sports, outdoor pursuit trips and social skills training. In LEA C a study, organised as a charity, involved education and youth service workers. This study stressed the pastoral and was reported to suit young people who were too immature to prosper in the specialist FE programmes. Significant success was claimed in working with some drug users and teenage prostitutes. The programme typically consisted of fifteen hours a week (rising to twenty hours in 2001) during which the teaching covered English, Maths, Science and IT, occasionally leading to GCSE examinations. This was blended with voluntary work and some work experience. Multi-agency support was said to be good. Individual programmes were planned with the young person and a record of achievement compiled. A scheme operated by an Education Business Partnership is described in Vignette 5.1. Also in LEA H, a Careers officer from her base in the PRU, arranged and co-ordinated short-course achievements, using local youth workers to form close relationships with and deliver programmes. Topics included fishing, bakery and a wide selection of other possibilities designed to find something that would appeal to any young person. Music technology (using recording studio equipment) was a popular option tried with a few of the young people. This scheme had been inspired by the Compact 2000 programme (Archer, 1998) and was rated highly by the Head of PRS.

Vignette 5.1: An Alternative Education Programme.

In LEA H, a senior executive of an international corporation with its European headquarters in the area, became involved in the local Education Business Partnership. This led to the creation of a programme housed in a wing of the company headquarters. Up to twenty disaffected young people, including a few pupils permanently excluded from school, would attend a very comfortable base, which was designed along the lines of a modern office. The young people had their personal work-space, sitting at a desk on which was situated their personal computer. At times of the day, groups of young people would sit with the teacher in charge (who tried to play down the fact that she was a teacher) around a large boardroom table for group-work. Basic educational and IT skills were fostered with the emphasis always on the practical and useful in terms of each young person's current needs and interests. Work in the base was supplemented and woven into extended work experience placements in local firms. The teacher-in-charge claimed an improvement in the attendance of many of the young people compared to their very limited engagement with previous 'conventional' educational provision. She stressed that the approach and ethos of this scheme had to contrast not only with mainstream schools but also the slightly more formal styles of the local PRU and FE college.

5.10.4 **Partnerships with voluntary bodies.** Sometimes there were partnership agreements between the LEAs (involving their PRS) and national bodies such as Rathbone CI. Local satisfaction with such schemes varied and agreements were on occasion not renewed (e.g. LEA H). However, in LEAs C, D, G and K there were long-established partnerships and PRS interviewees praised the work done. Consumer satisfaction was seen in the evidence of the mother of C12, a Y11 excludee, later engaged in employment and doing a NVQ at FE:

> 'If Rathbone had been available a lot earlier, as an alternative to school, before all the getting into trouble...and the exclusions, my son would have done much better.'

In LEA K, the head of PRS was impressed by the commitment of the new Rathbone officer who was said to be 'intimately involved with the lives of the young people' and to have a very positive effect. The Rathbone partnership scheme in LEA C in 2000/01 had an LEA teacher attached to it. This programme offered half-time provision and mixed basic education in literacy and numeracy leading to Certificates of Education with key skills accreditation offered by the Welsh Examination Board Core Skills scheme (e.g. certificates were given on completing units on finding a home, employability, managing money). AQA units and ASDAN were also provided. Work experience, at a wide range of sites, was also accredited. Independence training included young people going on unaccompanied train journeys. A wide range of options maximised the possibilities of finding topics in which each young person could achieve. Short-term accreditation (echoing Head of KS4 at PRU in LEA E) works: each half term the young people can finish an AQA Unit and soon obtain certificates: 'Once they start accumulating them [certificates] it motivates them for the next one.' Various examples existed (e.g. in LEA E,G and H) of programmes basing some basic skills tuition and practical work upon car or go-kart or moped driving, vehicle maintenance and safety. The organiser of the scheme in LEA G claimed continuing success and that this was something that some young people came to value:

> 'They sort of settle down and you can see a change in them... If you ban them, sometimes they are virtually in tears. It means a lot to them to actually come down here...They love working on the bikes.'

Other contrasting offers were encountered: in LEA H, two of the Young people were well motivated by a rural woodcrafts course and H1 planned to go on to FE to study carpentry. In LEA F, the local Learning Skills Council had joined with the PRS to provide vocational training opportunities, mixed with education in basic subjects.

5.10.5 **Evaluation and advice on good practice**. There were contrasting views on the quality and value of AEP. The ACC in LEA A worried about quality assurance over a diverse range of different programmes. The Head of PRS in LEA C also worried about whether her LEA was getting 'value for money'. They claimed that considerable time and effort could be spent on trying unsuccessfully to lure resistant young people to these schemes (e.g. H10, black Caribbean male) and if they attended them, there was the chance that it would not lead to positive change (e.g. F4, Bangladeshi male and F5, white male; see Appendix D). Conversely, staff in LEA C claimed a positive impact even on regular drug users. The careers officer, co-ordinating AEP for LEA H, gave her advice on maximising the success of AEPs:

- devote time and resources to engaging the families of the young people (echoed by other interviewees).
- have a wide range of activities on offer to 'entice' the clients.
- adopt a gradualist approach: start with a programme that occupies a short time a week and gradually increase the required number of hours.

5.11 Special schools.

5.11.1 **Limited usage of special schools.** Circular 11/99 (DfEE, 1999b) envisaged placement in PRUs as a staging post to long-term placement in special schools for some children. However, in relation to the young people, special schools and units attached to them played a part in the post-exclusion trajectories of only 4 students. Some LEAs (B, C, D, E and H but not LEAs F and J) had had difficult experiences in maintaining EBD schools and their remaining special schools tended to be occupied by long-stay pupils, leaving few vacancies for permanently excluded KS4 pupils, even if managers of PRS thought such placements to be appropriate.

Input from non-educational/training services

5.12 **Is appropriate multi-agency support available?** [RO3, RO10]. OFSTED (1996) stressed the need for LEAs, social and health services to offer co-ordinated support to excluded pupils and noted that these agencies were sometimes unable to provide this. Given the young people's social and mental health needs identified in many interviews for this study (see Chapter 3), effective co-ordinated input was indicated but evidence obtained from staff interviews suggested some continuing difficulties although hopes for new government initiatives such as Connexions.

5.13 **Social services**. While the assessment of the work of specialist units linking education and social work for looked after children were favourable (e.g. in LEAs A, J), some interviewees (e.g. teachers in LEA B and K; Re-integration Officer in LEA B) had concerns about the quality and quantity of general social services input. The Head of Re-integration services in LEA F, the designated child protection officer for her service, stressed the pressures under which her local social services were operating. Problems were acute in LEA C, where the social services department was reported to be 40% under strength. Across The LEAs, help could not be offered other than to the small minority of the young people who were currently looked after (further details in Chapter 6).

5.14 **Mental health services.** Assistance from Child and Adolescent Mental Health Services (CAMHS) was variable. A re-integration teacher in LEA F praised the input of a local psychiatric nurse who would attend re-integration meetings and contribute to reports whenever asked. Less positively, there was an awareness that CAMHS were often over-burdened and, in some areas, services were reported to be declining: the PRU in LEA K used to, but no longer, received regular input from a psychiatrist. Slow access to help was mentioned (e.g. education officer, LEA E).

5.15 **Mentoring.** Volunteer mentors, typically meeting with students for an hour a fortnight, to listen and to offer independent support and advice, were helping some of the Young people. The Study data, although limited, suggest that mentoring can have a useful supportive role. Where a good rapport was established between student and mentor, attendance rates and degree of engagement with education and training could be improved (Director of specialist service for black children and learning mentor in LEA A; teachers in LEA B). The Business Links Officer, in charge of the mentoring scheme in LEA B, noted the positive impacts on some young people but also complained of difficulties in recruiting staff, as well as uncertain and time-limited funding. The Business Links Officer had learnt to choose recipients of mentoring carefully, having found that this service could be wasted where the life-styles of the young people (often those deeply into offending or 'looked after') lacked regularity and self-discipline. A specialist service for black young people was operating in LEA A while mentors from the same ethnic heritage as their clients were working in LEAs B and F. The input of the Asian and black mentors was appreciated by some PRS teachers and ACCs.

5.16 **Careers.** Careers officers were actively involved in all The LEAs working directly with the young people but also contributing to some Re-integration Panels (e.g. in LEA J). In LEA J, this officer ran small group sessions on careers at the KS4 PRU. This was a sign, this careers officer said, of a shift in his regional employer's work, to a focus on the disaffected including young people excluded from schools. The impact of the careers officer, acting as inter-agency link-worker, based in the PRU in LEA H, has already been described.

5.17 **Connexions**. The cross-agency Connexions service was launched nationally during the course of the study (see Appendix A, para. A7.3). The newness of the service meant that it had not had time to evolve to the point where personal advisors were supporting the young people as a matter of course. Some staff interviewees identified 'teething problems' as a new service sought to work out its role in relation to long-established services (e.g. educational welfare service in LEA B). However, some staff interviewees held out hopes for the potential of the service for the future (e.g. head of re-integration services, LEA F). PRS interviewees in LEA G thought that personal advisors, employed by Connexions, could become effective link-workers in the future. Co-ordinated work was being helped by Connexions and PRS sharing the same physical site in LEA F from 2002. Personal advisors were reported to be offering good support to schoolgirl mothers (e.g. F19) in this LEA by the end of this study.

5.18 **Youth Offending Teams**. The staff interviews offered a small amount of data that suggested that the challenges facing the Youth Offending Teams (see Appendix A, para. A7.4) were great and that their impact in 2001/2 on the young people was variable. Helpful input from YOTs workers in LEA C into the LEA/Rathbone CI partnership and into the Learning Skills Council/ LEA partnership in LEA F was reported. However, the limited impact of YOTs on young people with complex difficulties (e.g. white males B05 and H12) was also indicated. The Re-integration Officer in LEA B, Head of PRS in LEA D and a senior re-integration teacher in LEA F rightly spoke of 'early days' in the history of YOTs.

5.19 **Inter-agency working: conclusion**. The staff interview data suggest a variable picture on inter-agency working in support of excluded pupils. There were examples of effective links, particularly in a small authority such as LEA H. Collaboration was sometimes thought effective because key workers in different agencies in a locality had come to know and trust each other (LEA F). Sometimes (as in the case of the arrival of the new psychiatrist in LEA J) good inter-agency working was attributed to the personality and approach of particular workers. There was also evidence of over-stretched services, perhaps wishing to increase links but without the staffing to do so (e.g. LEA C's EWO service was six people short and their SSD at 60% of planned establishment). There were also accounts of insensitivity and lack of understanding shown by medical and social services towards education staff that fostered resentment rather than prompted greater co-operation (LEAs C and B). The qualitative data clearly show that many young people (particularly those 'looked after', youth offenders and young mothers) had need of joined-up intra- and inter-agency approaches. In some cases help was given from different agencies. However, involvement with more than one agency did not necessarily imply that these agencies were working in co-ordination. In summary, challenges remain in achieving effective inter-agency working in support of excluded young people.

Summary

5.20 **Review of Chapter 5.** Findings include:

5.20.1 **Management and finance**. The 10 LEAs had management structures designed to meet government requirements but sometimes pupil referral services (PRS) lacked resources in terms of physical provision and secure funding that delayed provision and restricted effectiveness.

5.20.2 **Link-workers were valued**. 94 out of 162 young people (58%) were supported by link-workers (from a range of professional backgrounds), whose role was to work with excludees, their families and to liaise with service providers. In 70 of the 94 cases (74.5%), the link-worker was judged to be instrumental in arranging and/or maintaining the young person in education, training or employment.

5.20.3 **A similar range of provision**. All The LEAs offered a mixture of pupil referral units (PRUs), provision for 14-16 year olds in further education colleges, alternative education programmes (AEPs), outreach teaching ('home tuition') and chances for some young people to re-integrate into mainstream schools. The offers varied in quantity, for example, there were long waiting lists for admissions to PRUs in two LEAs.

5.20.4 **Some services relied on time-limited grants.** There was a reliance on time-limited grants for the employment of certain staff and the running of some promising programmes.

5.20.5 **Different types of approach match different Young person aptitudes**. Different types of approach in differing sites of provision suited different Young people, indicating the need for LEAs and partner agencies to maintain a range of well-resourced provision.

5.20.6 **Re-integration into mainstream schools is possible, even in Y10**.

- *Re-integration* was associated with difficulties but was sometimes successful where:

    - the receiving school had a collaborative, caring and inclusive ethos;
    - the young person actively wants re-integration, had been prepared for it and was willing to accept normal school rules and routines;
    - the young person was academically able or received good support from pastoral and SENs departments (working together in harmony);
    - there was good support from the LEA e.g. through PRS link-workers.

5.20.7 **Provision in Pupil Referral Units for the permanently excluded**.

- *Skilled staff 'making a difference'.* Much evidence was obtained of skilled staff responding appropriately to young people's needs and building upon pupil strengths. Staff used a range of collaborative, encouraging and often practical strategies in an atmosphere that was more informal than in many mainstream schools.
- *Curricula difficulties.* PRUs tried to provide varied curricula, but size and staffing establishment could hinder these efforts. PRUs usually but not always offered GCSE options in basic subjects plus a range of less-'academic' accreditation.
- *Resource constraints.* Effectiveness was sometimes hampered by poor physical sites, inappropriate location, lack of resourcing and vacancies.
- *The most difficult students to help.* PRUs felt that they had least success with pupils with severe EBD, confirmed youth offenders, regular drug users and those with pronounced learning difficulties.
- *Long-stay pupils.* PRUs sometimes provided long-term provision in a manner not intended:
    - especially where local difficulties with EBD schools and their subsequent closure had led to the placement of pupils with serious EBD in PRUs;
    - where re-integration into mainstream schools was not possible;
    - where young people made good relationships and sometimes settled to the part-time life-style in the PRU.
- 'Suitable full-time education/training'. Some worries were expressed about achieving 'suitable full-time education/training' unless LEAs made more resources available to safeguard time for flexible individual work addressing social and emotional needs.

5.20.8 **Key Stage 4 provision in Further Education Colleges**. This can work well subject to conditions being met, in particular the host college becoming more 'inclusive' in outlook and practice. Some programmes are becoming well established and gaining in acceptance. Well supported 'infill' (disaffected or students with SENs accessing mainstream courses) can be made to work. Some young people appreciate and respond to the freer 'adult learning model'. Staff preparation and training is indicated: staff in specialist provision in FE tend to 'learn on the job'.

5.20.9 **Alternative Education Programmes** [AEPs]. These can work well for some young people. AEPs offered by arms of the youth service or in partnership between PRS and voluntary bodies (such as Rathbone CI) claimed success and stressed the importance of creating an ethos that contrasted with mainstream schooling and was characterised by collaborative and mutually respectful working. The work of AEPs was constrained by funding difficulties and uncertain futures.

5.20.10 **Input from agencies other than Pupil Referral Services**. There remained a need for improved inter-agency working and improved help offered to excludees. Criticism by interviewees was sometimes coupled with an understanding of the pressures under which social and mental health services operated. Quality and quantity of input could relate to personal contacts. Youth services and careers officers were often seen as helpful.

5.20.11 **New services**. Positive accounts were given of the value of mentoring. Sometimes this involved volunteers from minority ethnic groups supporting Young people of the same ethnic heritage. Connexions and Youth Offending Teams were thought to have potential for the future but were still in their infancy at the time of the study.

Chapter 6: The Young People's Early and Mid-period Experiences after Exclusion

Key Findings

- As their first substantial placement after their exclusion, over half the total sample (56%) went to Pupil Referral Units; 14.5% to new mainstream schools and 6.5% to further education colleges.
- About 40% of those going to PRUs received 11-20 hours' education a week and 40%, 5-10 hours a week. Of the Young people for whom there were data, two thirds were satisfied and engaged with the programmes provided at their First Placement. Relationships between the Young people and their new teachers were much better than their relationships with staff in the Excluding schools.
- Youth offending was associated with disengagement from first and later placements.
- There was no association between degree of engagement and ethnicity or looked-after status.
- Table D1 (Appendix D) shows varied pathways in the mid-period, with different Young people settling or not settling into different types of provision.
- No patterns emerged in relation to ethnicity.
- Most children 'looked after' continued to pose serious difficulties.

6.1 **Introduction.** This chapter reports data on the early and mid stages of the Young people's post-exclusion trajectories. It focuses upon their first substantial provision, termed their 'first placement', using the first interviews with students and staff talking about the young people as the major data source. The chapter then covers the middle of the two year period that sometimes included a second and even third placement and sometimes no education, training or employment. To keep in touch and to maximise the accuracy of information on the young people's lives, visits were made by the research team to PRUs, AEPs, FE colleges and other sites of provision (see Chapter 2, 2.6.2). Telephone calls were made periodically to key contacts and where appropriate and possible the young people and families themselves. Data from this tracking informs the section on the mid-period and feeds into Table D1 in Appendix D where an overview of the careers of each of the young people, from their exclusion to two years afterwards, is summarised. The chapter addresses all the research objectives (except RO1 and RO7).

First Placement

6.2 **Range and frequency of use.** Table 6.1 summarises the type of first provision accessed by the young people after their exclusion and includes some who did not become involved with education. Entry to a PRU was the commonest pathway, followed by re-integration into a new mainstream school. No association was found between reason for exclusion and offer of a particular kind of first placement. Interview data indicated that first placement was determined by the range of provision maintained by an LEA, where the vacancies were and parental and child views on what the first placement should be.

Table 6.1: Summary of first substantial provision post-exclusion

(n = 193) First Placement:	Frequency (% of 193)
PRU	106 (55.9)
New mainstream school	28 (14.5)
FE College	13 (6.7)
No involvement with education	12 (6.2)
Tuition at home/community base	9 (4.7)
Other	5 (2.6)
Work based learning/training	4 (2.1)
Youth Offending Institute	4 (2.1)
Home education	3 (1.6)
Special school	3 (1.6)
Destination not known	6 (3.1)

It can be seen that when those entering PRU, new mainstream school , FE and special schools are aggregated, four out five of the young people went to a predominantly educational establishment [RO4].

6.3 **First placement by year groups.** Table 6.2 shows the breakdown of first placements by the year groups in which the young people were excluded.

Table 6.2: First placement by the year group in which young people were excluded

	Year 9 YPs (n= 86)		*Year 10 YPs (n= 84)*		*Year 11 YPs (n=23)*	
First placement:	*Number (% of Y9s)*	*Rank order*	*Number (% of Y10s)*	*Rank Order*	*Number (% of Y11s)*	*Rank Order*
PRU	53 (61.3)	1st	45 (53.6)	1st	8 (34.8)	1st
New mainstream school	17 (19.8)	2nd	11(13.1)	2nd	0 (0.0)	
FE College	3 (3.5)	5th	8 (9.5)	3rd	2 (8.7)	4th=
No involvement with education	4 (4.7)	3rd=	4 (4.8)	4th=	4 (17.4)	2nd
'Outreach'/home tuition	4 (4.7)	3rd=	3 (3.6)	7th=	2 (8.7)	
Other	2 (2.3)		2 (2.4)		1 (4.4)	
Work- based learning/training	0 (0)		4 (4.8)	4th=	0 (0)	
Youth Offending Institution	1 (1.2)		2 (2.4)		1 (4.4)	
Education at home by parents	0 (0)		0 (0)		3 (13.0)	3rd
Special school	1 (1.2)		1 (1.2)		1 (4.4)	
Destination unknown	1 (1.2)		4 (4.8)	4th=	1 (4.4)	

New mainstream schools never became lasting first placements for the Y11 young people. Some Y10 and Y11 young people (KS4) were able to go to FE, where they would usually enter programmes for the disaffected or EBD (see also, Chapter 5). 'Education at home by parents' can indicate parents opting for this legal right (1 case) but includes 2 young persons excluded near the end of Y11 who were about to sit their GCSEs.

6.4 **Most commonly used first placements in individual LEAs.** In each of The LEAs, PRUs were the most commonly used first placements (in LEA K, the only one). Differences then appear with new mainstream school the second most commonly used in four LEAs; FE in two and outreach teaching in one.

6.5 **Acceptance of first placement.** Of the 157 young people for whom there were sufficient data, 118 (75%) agreed to the LEA's offer of first alternative provision after their exclusion. These pupils were either satisfied with the offer or accepted it despite being dissatisfied. There was rarely enthusiasm for taking up a place in alternative education as a first destination other than in a new mainstream school. There was also disinterest: E15 ('looked after', white female) claimed her mother 'wasn't really bothered' as long as her daughter 'was off the streets.' However, it was more common for the young people and their families to be suspicious and uncertain about taking up an offer at a PRU. Encouragement from friends to 'give it a go' (A2, Pakistani male) could be decisive. Parental pressure and difficulties at home were another motivation:

> 'My dad was in prison then. He's been there since I was 9... out now though. Mum was angry and my Uncle was upset [at the Exclusion]...Mum hated me being at home 24/7 for 9 months. It spoiled her free time, and she wanted to get a job. She was stressed. The PRU was better than nothing' (K2, Bangladeshi male).

Other parents talked of having to cut down on hours of work or occasionally to give up jobs because of the exclusion (e.g. mothers of F8, 'dual ethnicity' male and H1, white male) because of the need to supervise their sons, when not in educational provision. Parental fears about violence at alternative provision were quite common (e.g. father of B4, 'other black' male; mother B1, white female). The stigma of attending certain units was also a factor in lessening the desire of some young people and their families to allow attendance at alternative provision:

> 'The thing that I disliked the most was having 'EOTAS' on my bus passes and things. If you got 'nicked' by the police and they asked what school you were at, then you had to say all that... Just being categorised really, being put in a certain group of people. When you go to get a job and they ask what school did you go to, you have to say 'It was a special school, for behavioural difficulties.' Not many people want to hear that' (E15, 'looked after', white female).

6.6 **Refusal of first placement**. Stigma could also explain refusal of first placement:

> 'They wanted to put him in that [names the PRU]. I said 'There's was no way he'll go there' - all the kids call you names' (parent on E5, white male).

This was one reason why 39 of 157 young people for whom there were data (24.8%) refused this first offer. A mother's letter to the discipline committee hearing in LEA H spoke of another reason (repeated in other parent interviews e.g. B4, 'other black' male): the fear of possible contamination of her son :

> 'His only hope would be a pupil referral unit and I don't want him to go to one of them, as there [sic] a breeding ground for trouble. He would come out of one of them as a troublemaker and maybe into drugs. At the moment his [sic] never been in trouble with the law or taken drugs and that's the way I want to keep it.'

The step-father of H12 (male white) and the mother of E11 (male white) held similar fears. Another mother explained the refusal of her son to accept the LEA offer in terms of damage to her son's image in front of his peers:

> 'He refused any help. He was offered 2 ½ hours at the PRU...allowed extra sport time, [and] time-out whenever he wanted it. He wouldn't though, because he thought the others wouldn't think he was tough.'

Distance from the PRU was the reason for refusal in the cases of E10 and B10.

6.7 **Young people who never arrive at a first placement**. Occasionally, the young person rebuffed all LEA attempts to make provision (e.g. A17, white male; A22, Bangladeshi male; B10, white female) and accessed no education or training in the two years post-exclusion. Other cases (e.g. G01, Indian male; J02, white female) show the young person rejecting the LEA offers and contact being lost with them; or in LEA G , no service being offered before contact is lost (G15, white female; G04, 'other black' male).

6.8 **Time lapse from exclusion to commencing first placement [RO2].** Further to Chapter 4 (paragraph 4.9), some young people experienced long waits before starting at their first placement. Table D1 (Appendix D) shows that starting at first placement within one to two months (i.e. very soon after the Re-instatement Meeting) happened in under 16% of cases. LEA H had a comparatively good record in this respect (although H8, white male, and H10, black Caribbean male, were to reject the LEA's offer, and their lack of provision for Y9s resulted in limited outreach teaching for H11, 'dual ethnicity' male). More commonly first destination was reached within three to four months (the mean was 3.3 months). The LEA's attempts to achieve quick placements in LEA E, were spoiled by five young people (e.g. white males E05 and E20) refusing to attend the PRU. There were other cases (e.g. A45, black Caribbean male; C7, white male) where young people did not start at their first placement until five to eight months after exclusion and yet were engaged two years post-exclusion. Being out of education other than minimal outreach teaching (white males E5, E10 and E11) for over a year does not have to lead to marginalisation: in these cases parents sometimes argued that this would have been more likely had their children mixed with the poor role models set at the PRU (see paragraph above). These examples help to explain the somewhat surprising finding (see Chapter 4, 4.10) that there was no statistical association between time lapse to offer of first placement and engagement two years post-exclusion.

6.9 **Tuition at first placements.** Table 6.3 shows whether the young people for whom there were data, received predominantly group or individual tuition at their first placements. The qualitative data indicate that it was common for some pupils at PRUs, taught mainly in groups, to have some weekly one-to-one sessions with staff (e.g. LEA F). No association was found between nature of tuition and engagement at this first provision or two years after exclusion.

Table 6.3: Group or individual tuition

	Number	Group (%)	Individual (%)
PRUs	93	79 (85.0)	14 (15.0)
FE	12	12 (100)	0 (0.0)
Mainstream school	28	27 (96.4)	1 (3.6)
Special school	3	3 (100.0)	0 (0.0)
Outreach	9	2 (22.2)	7 (77.8)
Total for whom data available	145	123 (84.8)	22 (15.2)

6.10 **LEAs were the foremost providers**. For 157 of 166 young people on whom there were sufficient data, the LEAs provided 95% of the first placements and also most of the services received by the young people near the end of their compulsory schooling (end of Y11). While partnerships between the LEA and other agencies happened for first substantial provision after exclusion, these accounted for very few placements (6/166 for private sector; 3/166 for charities). It was more common for partnership arrangements to develop later in the young people's post-exclusion careers. This was to be expected. Other agencies (other than independent or non-maintained special schools) provide mainly for KS4 and would not be accessible to Y9 young people. Secondly AEPs were usually employed for 'difficult to engage' young people, after attempts at re-integration or placement at PRU or FE had failed.

6.11 **Hours offered.** The hours offered to pupils at their first placements varied according to type of provision. Young people going to mainstream school were offered a full-time timetable. Those receiving outreach /home tuition received the smallest offers. The hours offered for those going to most common forms of alternative are shown in Table 6.4:

Table 6.4: Hours offered at first placements outside mainstream schools:

	Number of hours per week offered to the Young people			
	More than 20hrs (% of n)	11 -20 hours (% of n)	5-10 hours (% of n)	4 or less (% of n)
PRUs (n=97)	15 (15.6)	38 (39.2)	39 (40.2)	5 (5.2)
FE (n=12)	5 (41.7)	4 (33.3)	2 (16.7)	1 (8.3)
Outreach/home tuition (n=9)	0 (0.0)	0 (0.0)	2 (22.2)	7 (77.8)

A summary of the hours offered (including mainstream schools as well as alternative forms of provision) is given in Table 6.5:

Table 6.5 Summary of number of hours offered at first placements

(n= 160)	Number of hours per week offered to the young people			
	More than 20hrs (%)	11 -20 hours (%)	5-10 hours (%)	4 or less (%)
Number of young people	53 (33.1)	48 (30.0)	46 (28.6)	13 (8.1)

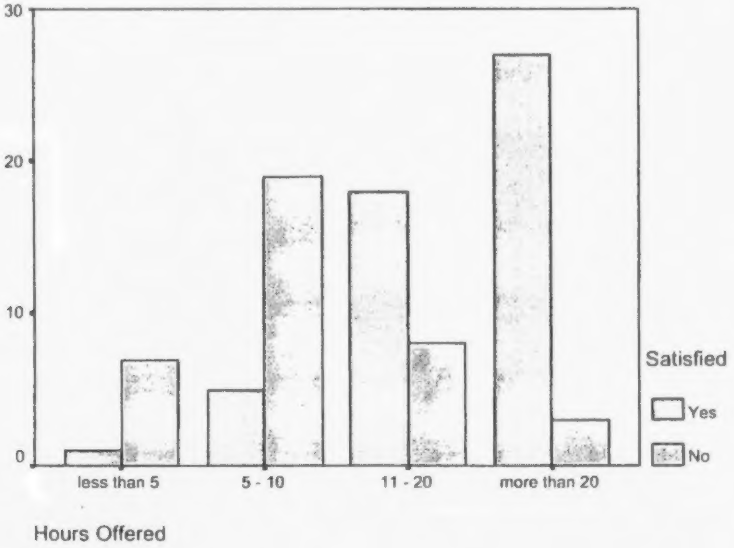
These tables summarise the situation in 2000/2001 and indicate that at that time, The LEAs still had a considerable challenge to overcome in 2001/ 2002 if the government target of providing suitable full-time education and/or training before September, 2002, was to be achieved. In relation to this target, the view of the Head of PRS, LEA H, and staff at the PRU in LEA F is noted: they believed that for some excludees it was best to build up the young people's hours gradually from a modest base (e.g. as happened for H3, see Appendix D).

6.12 **No association between hours offered and later engagement**. Perhaps surprisingly, there was no significant association between the number of hours offered at first placement and whether the young people were engaged or disengaged or refusing education, training or employment two years after their exclusion.

6.13 Satisfaction at first placement

6.13.1 **With hours offered.** In relation to the 88 young people for whom data were available, there was a finding of high statistical significance: the more hours the young people were offered the greater their satisfaction. This is seen in Figure 6.1. Were data available for the remaining 105 pupils of the sample, likely to include more disengaged young people or those refusing services, this graph could look very different. Lack of full time provision evoked disappointment and criticism from some parents (e.g. mother of K5, white male). Other young people liked only having to attend part-time provision (e.g. white males H3 and B11) i.e. they would probably have been less satisfied had their hours been increased.

Figure 6.1: Young people's satisfaction with hours offered at first placement



6.13.2 **With programmes.** The numbers of young people reported as satisfied with the programme offered to them at their first placements by type of provision is summarised in Table 6.6. Young people accepted into a new mainstream school were most likely to be satisfied. For the most common alternative, PRUs, 56.2% were reported as satisfied. Overall, nearly two thirds (64.7%) of those for whom data were available were said to be satisfied.

Table 6.6: Satisfaction of Young people with Programme offered at First Placement by type of placement.

n= 116 YPs reported:	PRU (%)	New main -stream School (%)	FE College (%)	Out-reach (%)	Special school (%)	Other (%)	Total (% of total)
Satisfied	41 (56.2)	16 (84.2)	8 (72.7)	6 (75.0)	2 (66.6)	2 (100)	75 (64.7)
Dissatisf -ied	32 (43.8)	3 (15.8)	3 (27.3)	2 (25.0)	1 (33.4)	0 (0.0)	41 (35.3)
Totals	73 (100.0)	19 (100)	11 (100)	8 (100)	3 (100)	2 (100)	116

Explaining their satisfaction, some young people talked of the contrasting, usually improved relationships they established with the staff in their new placements. They sometimes mentioned more relevant work, pitched at a level that suited their needs. Where dissatisfied, stigma and a culture of violence were again mentioned.

6.13.3 **Satisfaction with programme and engagement.** Unsurprisingly 96% of those satisfied with the programme were engaged at first placement compared to 46.5% of those dissatisfied.

6.14 Engagement at first placement

6.14.1 **Overall.** In Chapter 1 (paragraph 1.9), the terms 'engaged' and 'disengaged' were defined. By way of reminder, where the young person is attending educational/ work experience or vocational provision; or after reaching school leaving age, further education, training or substantial employment, they are deemed to be 'engaged'. Where the data indicated poor take-up by the young person of LEA and/or other local agency offers of provision prior to attaining compulsory school leaving age or FE courses, training of employment after school leaving age, they are judged to be 'disengaged'. About two thirds of those for whom there were data, were reported to be engaged at their first placement and a third disengaged or refusing (see Table 6.7).

Table 6.7: Engagement at first placement and youth offending.

n=151 Engagement at first placement?	Did YP offend after his/her exclusion? Yes (% of offenders)	 No (% of non-offenders)	Total (% of total)
Engaged	46 (55.4)	52 (76.5)	98 (64.9)
Disengaged	16 (19.3)	4 (5.9)	20 (13.3)
Refusing	17 (20.5)	7 (10.3)	24 (15.9)
Left school post-16	3 (3.6)	3 (4.4)	6 (4.0)
Youth offender Institution	1 (1.2)	1 (1.5)	2 (1.3)
Contact lost		1 (1.5)	1 (0.7)
Total	83 (100)	68 (100)	151 (100)

6.14.2 **Youth offending linking to disengagement**. Those identified as offending *prior* to exclusion tended to be disengaged at/ or refusing to attend their first placement. This trend was close to statistical significance. There *was* a statistically significant association between disengagement and refusal and offending *post*-exclusion (see Table 6.7).

6.14.3 **Ethnicity and looked-after status.** When ethnicity and looked-after status were cross-tabulated with engagement at first placement, no significant associations were found.

6.14.4 **Trend towards girls' disengagement?** In relation to gender, 94 out of 152 boys (61.8%) were engaged compared to 16 out of 30 girls (53.3%). This trend towards girls' disengagement was close to statistical significance.

6.15 **Target setting and young people involvement.** Researchers (e.g. Cooper, 1993) have urged the involvement of 'disaffected' young people in the setting of their own educational and behavioural targets, claiming that this promotes 'ownership' by the pupils. 85 out of 100 young people (85%) on whom there were sufficient data, had been involved in setting their own educational and social targets in dialogue with staff. K2 (Bangladeshi male), reported his targets at the PRU: "'Attend on time', 'listen to teachers', 'stop and think', 'co-operate', 'get on with work', 'keep out of others' business'. They were set by them [the staff] but I came up with the lateness one, this was a problem for me.' He went on: ' I was really bad before to teachers, I'd swear etc…I never stopped and think, which was one of my targets and I have improved in that respect'. The mother of K5 (white male) accepted that collaborative target setting had a value: 'Stupid, silly, basic ones like 'I must behave' and 'complete work'. They were set between them. They have been useful though. He's improved, got good reports.' E5 (white male) described his targets set with his outreach teacher: 'To get full marks, to have good attendance and be on time.' He added'...and yes, I was asked to set targets of my own.' Sometimes targets were slanted to reflect the young person's job hopes e.g. helping J5 ('other black' male) to follow his motor mechanics interest on an AEP.

6.16 **Young people - staff relationships.**

6.16.1 **Improved relationships at first placement.** For 111 young people for whom it was possible to cross-tabulate data, Table 6.8 indicates a statistically significant improvement in relationships between many pupils and staff at first placements compared to their relationships with staff at the schools from which they had been excluded.

Table 6.8: Young person/ staff relationships pre- and post-exclusion

(n=111) Did the young person have satisfactory relationships with the teachers ... ...at the excluding school? ...at the first placement?				
	Total	Yes with all	Yes with some	No
Yes with all	10 (9.0)	9 (14.3)	1 (2.6)	0 (0.0)
Yes with some	66 (59.5)	40 (63.5)	23 (59.0)	3 (33.3)
No	35 (31.5)	14 (22.2)	15 (38.5)	6 (66.7)
Total	111 (100)	63 (100)	39 (100)	9 (100)

The pupils and parent first interviews indicated the approaches believed to contribute to building positive relationships. They pointed to calmness, patience, empathy, respect and understanding. Illustration of relevant themes, as seen by the young people, is given in Vignette 6.1.

Vignette 6. 1: Young people talk about staff in first placements:

' [The outreach teacher] used to say to me and the other lad he taught, we were his two best students. I was happy all the time, he encouraged me, he had faith in me, and he was helpful. He said he didn't see how I had got thrown out of school. - I got 90% in Maths, and 92% in English' (E5, white male).

'I was OK with staff, I got on with them. They didn't shout, you don't come to school to get shouted at. At [mainstream school] they felt that they should always be in control, but I will argue if I don't think I've done anything wrong' (F5, white male).

' [Very poor relationships with staff at mainstream school] at school, I didn't do very well, there were more supply teachers than normal teachers, …At college they spoke to me as a person, with respect... Everyone was more friendly, less stress" (A32, 'dual ethnicity' male).

'Good relationships with others, I'm treated as older' (J5, 'other black' male, about work experience and FE).

'In school ...when [the teachers] are shouting at you in a room full of people you just wish the floor would open up and swallow you because it is so embarrassing. Detentions and isolation, that's just not done anything. If they spoke more as a friend than as a teacher, I think school would be a lot easier… at college I like the small groups. You don't feel like you're being spoken down to and being told what to do. They speak to you more as friend' (C10, white female).

' I like it [the PRU]; I like the teachers. No negatives; social side [of the PRU]? Not worse than being at secondary [school] ' (E3, white female).

The study data support findings from the literature (see Appendix A, A6) where it is suggested that lower staff: pupil ratios, more horizontal power relations and teacher skills at alternative provision create environments where more positive relationships can be built. Included in Table 6.8 are the 15% of the young people who went to new mainstream schools where some are reported to have enjoyed improved relationships with staff.

6.16.2 **Reasons for exclusion and relationships**. No association was found between reasons for the exclusion and staff relationships at first placement.

Mid-period Engagement and Outcomes

6.17 **General**. This section covers a necessarily ill-defined period from or after first placement through to approximately 18 months after a young person's exclusion. Reference is frequently made to data displayed in Table D1 (Appendix D).

6.17 **Year 9 young people**.

6.17.1 **Engaged Y9s.** Table D1 indicates a complex range of data for the Y9 young people. Rows of consecutive squares coloured pink (PRUs) or light blue (new mainstream school) or green (special school for H07, male white) and not over-written with '*d', indicate the young people who did not present major problems and 'settled' at the provision for the remainder of Y9, through much and sometimes all of Y10 and Y11. In a minority of cases, this placement remains their only post-exclusion provision (e.g. A15, C20, white females). Very occasionally for Y9 young people, it is later combined with a 'shared placement': for example, for over a year, E12 spent some time each week in FE College whilst based primarily at the PRU. More commonly, there was at least one change of placement (data shows this happened for over half of Y9 young people). This could be a positive step: first placement was a stepping stone back to a mainstream school place (e.g. A21, black Caribbean male; F17, 'dual ethnicity' male). Qualitative data indicate that where the young people:

- had the will and ability to make a fresh start;
- attended a school or PRU that was responsive to individual need and 'inclusive' in outlook;

- received adequate support from PRS and/or staff at the new site of provision

they often made a success of their first placement. It is noted that 'success' is used in a wide sense and does not necessarily denote a dramatic change in a young person's behaviour or achievement in educational provision: 'satisfactory / within normal bounds' could be a more accurate description in some cases (e.g. F1, Pakistani male, where severe behaviour and attendance difficulties ensued).

6.17.2 **Disengaged Y9s**. The young people who could be described as 'surviving' in their provision(s) and showing very limited engagement are denoted in Table D1 (Appendix D) by the word 'disengaged' or the symbol '*d'. There are instances of this marginal status in the mid-period career pathways amongst the Y9 Young people (e.g. A18, black Caribbean male; C01, 'black other' female; D14, male Pakistani male; F18, male white). There are also further permanent exclusions or 'arranged transfers' amounting to permanent exclusions (e.g. A13, black Caribbean female; B09, black Caribbean male; white males C06, D04, J03). E07 (white male) experienced two arranged transfers and G05 (male white) two permanent exclusions.

6.17.3 **Re-integration for Y9s.** This worked well for some pupils but in keeping with recent research evidence (see literature review, Appendix A, A5.1) difficulties were experienced in maintaining many re-integrated pupils in new mainstream schools. Re-integration was attempted for 42 out of 86 Y9 pupils. Sixteen of these remained on the rolls of mainstream schools in months 23-24 (B14, 'other black' female, was reported to have gone to a school in Nigeria). Only 11 (possibly 12) (c. 28%) were judged to be 'engaged' two years after their exclusion i.e. still attending their new mainstream school quite regularly. Some young people had their placements ended prematurely by a further permanent exclusion or an arranged transfer to alternative provision (e.g. F04, male Bangladeshi; J03, white male). In LEA C, 6 Y9 YPs went back to mainstream schools but three proceeded to youth offender institutions; one was permanently excluded again, leaving 2 out of the 6 seeing out their compulsory school days in mainstream schools. However, there were differences between LEAs:

- LEA A was the most effective achieving 5/11 (45%) successful re-integrations;
- LEA F achieved a 40% success rate (2/5) and LEA C a 30% rate (2/6);
- In LEAs D, E and G there was no lasting success with 4, 3 and 4 cases respectively;
- In LEAs H and J, one re-integration failed in each;
- LEA B, characterised by over-subscribed schools and reluctant heads, did not offer re-integration to any Y9 young people.

6.17.4 **Explaining successful re-integration**. The quality of the support given in the relatively successful LEAs A and F to young people re-integrated was impressive. In LEA F, the back-up service was provided through to the attainment of school leaving age. Also, staff interviews indicated schools in LEA F, committed to inclusive principles and a culture of taking back excluded pupils. The same resources were not available to support young people in LEAs D , E and G. Also to be noted was the practice, clearly seen in LEAs A, F and K of using a first placement in the PRU as a stepping stone, preparing the young person gradually for re-integration. In LEA A, this approach was adopted in relation to A12, A21 and A39. In this last case dual registration preceded the full re-integration.

6.17.5 **Degrees of LEA support and engagement.** Table D1 (Appendix D) indicates young people either not offered or not availing themselves of education/training (shown by squares coloured grey). There are differences between the sample LEAs. For LEA F, with its high quality and number of Re-integration Teachers, the 8 young people from Y9 all have provision from months 3-4 onwards. For LEA A the pupils have provision other than those refusing LEA offers (A17, black Caribbean male; A22, Bangladeshi male; A47, female white). However, making causal links between support and degree of engagement is not possible: other factors may be in play in relation to small sub-samples and in some instances, incomplete data.

6.18 Mid-period for Y10 Young people

6.18.1 **General.** A similar variety of pathways can be observed for Y10 young people in Table D1. As these pupils were excluded in KS4, options in FE come immediately into play and sometimes placements on AEPs (A02, Pakistani male; A06, black Caribbean female; C11, 'dual ethnicity' female C17; D03, male white). LEA D relied heavily upon FE provision for Y10 in comparison to other LEAs. In LEA E, for those refusing the PRU, limited outreach support was offered (e.g. white males E05, E10, E11). Three pupils (A03, Pakistani male; A35, black Caribbean male; F13, Bangladeshi male) were sent abroad for extended periods with two of these becoming 'lost' to their LEAs and to the research team.

6.18.2 **Re-integration and Y10 young people**. Re-integration for Y10 young people in most of the other LEAs was rare being attempted for only 14 out of the 84 Y10 young people (16.7%). LEA G had a policy of not seeking re-integration for pupils in KS4, thinking this impractical. Interviewees from other LEAs would probably give tacit support to this practice. LEA A was an exception, showing that with properly planned and resourced support services re-integrating KS4 pupils could succeed. Because of the existence of a range of options for KS4 pupils, there might have been selection of candidates for re-integration that could not exist for Y9 pupils. The figures for re-integration of Y10 Young people in LEA A (although involving a small sample) were better for Y10 excludees than for Y9 young people. Table D1 shows that 8 (57%) possibly 9 (64%) of the 14 Y10s who were re-integrated, can be judged a success (5 or 6 cases in LEA A). These include:

- A41 ('dual ethnicity' male), who proceeded to obtain a GCSE at Grade A-C and went on to employment;
- A33 ('dual ethnicity' male), who was encouraged to join a lower year group (school thereby showing flexible response to individual need);
- D10 (black Caribbean female: contact was lost at school leaving age);
- E18 (male white) after brief 'stepping stone' stay in PRU;
- K04 (Bangladeshi male), also after using a PRU as a stepping stone and after a period abroad).

6.19 Y11 Young people.

6.19.1 **General.** Table D1 (Appendix D) shows that about half of the small Y11 cohort refused offers of provision, were excluded or showed disengagement in the early to mid post-Exclusion period (exact percentage depends on definitions). E13 (white female) experienced two permanent exclusions from mainstream schools. Two pupils (F2, white male, and F15, 'dual ethnicity' white), receiving their exclusion, for a drugs offence, close to their GCSE examinations, and got limited support prior to school leaving date. Another pupil (A36, Pakistani male) undertook no education or training as he awaited trial but then proceeded to a Youth Offenders' Institution. B18 ('disaffected' rather than EBD white male) was given the chance through permanent exclusion, to settle quickly, if illegally, into a job. The EWO apparently condoned his mother's decision to educate her child, as legally entitled, at her home using her own resources. Officially there was periodic supervision of 'education at home' (Senior EWO, LEA B); in effect there was none. After the reaching of school leaving date, a disturbing number of school leavers do no training. In months 17-18 (see Table D1) only 6 out of the 23 Y11 young people (26%) were known to be engaging in substantial part or full-time employment, sometimes linked to gaining vocational qualifications at FE College. The small numbers of young people, receiving their exclusion in Y11, makes it impossible to denote differences in career paths between LEAs.

6.19.2 **Academic and other qualifications [RO7].** Of the Y11 young people few achieved academic qualifications at the end of Y11 (e.g. white males B03 and F07, A09, black Caribbean male; F15, 'dual ethnicity' male who were excluded within weeks of sitting their GCSE examinations). H08 ('dual ethnicity' male and B17, white male, had some learning difficulties, and inappropriate curricula or teaching approaches may have been a factor in their exclusions.

6.20 **Dual registration**. This was not used in the LEAs for the young people excluded in Y9 (predictably given government regulations) but comes into play in Y10 for a minority of pupils in a few LEAs (LEAs A, B, E, F and one case in H). Using this approach does not reveal any trend towards the achievement of engagement in months 23- 24 months. It was not used for the 23 young people excluded in Y11.

6.21 Special interest sub-groups in the mid-period

6.21.1 **No trends apparent for minority ethnic groups.** The data contained in Table D1 was analysed according to ethnicity but no clear patterns emerged. A few young people from minority ethnic groups went or stayed abroad to their family's country of origin during the mid period (interview evidence from Re-integration Teachers in LEAs A and F). Extended absence abroad was viewed as holiday by A16 (black Caribbean male). More commonly being sent 'home' appears to be the family's reaction to the Exclusion and their method of dealing with a 'troublesome' family member: Pakistani boys A3 and A35 and Bangladeshi boys F13 and K01 went abroad for extended periods within three months of their Exclusion. In three of these cases, contact was then lost with the Young people. F13 returned in months 9-10 (see Table D1), first attending the PRU and then FE. Girl B14, of black African heritage, was reported by her aunt to have been sent to a boarding school in Nigeria where she was said to be doing well in a strictly disciplined environment that contrasted to her childhood experience in London. Beyond this, no findings of special interest emerge with regard to ethnicity. Examples can be seen, as for white young people, of pupils of all minority ethnic groups settling in new schools, PRUs or FE (A46 and F01, Pakistani males; B15, black Caribbean male; J08, Pakistani female: K02, Bangladeshi male) or employment (F15, 'dual ethnicity' male and H09, black Caribbean male on modern apprenticeships); or not settling (e.g. A13 and C04, black Caribbean females; F04, Bangladeshi male; H06, black Caribbean male).

Vignette 6.2: The post-exclusion trajectories of young people from minority ethnic groups.

a.) A21 (black Caribbean male) After exclusion he spent his time 'hanging around with friends and 'messing about'. The family feel they were well supported after Exclusion by PRS. Within three months, A21 began to attend the PRU for half days only. Mother was relieved he was off the streets. He settled well. A21 reported 'the staff were all right, they didn't go on as much, they would help you more. There were smaller classes and I got on well with other students.' Progress at the PRU was more behavioural: 'I learnt not to talk as much, stay seated, not mess about as much, and I realised that messing about is not helpful.' A21 joined a class for potential 'returnees' taken by the Re-integration Teacher, with whom he got on very well and who was to support him when he started back in a new mainstream school. At first he was dual registered. He found this a useful check on progress as some contact was still maintained, settled and was working towards his GCSEs. A21 praised the new school for having 'better, more supportive teachers and less disruptive pupils'. He welcomed his re-integration and had plans for college and employment.

b.) F4 (Bangladeshi male). He had been excluded for a physical assault on another pupil, repeated insolence to female staff and ongoing 'low level' disruption. After a few months part-time provision at the Re-integration Service base (which he attended irregularly, but was well-behaved when there), he was accepted into the Learning Support Unit of another mainstream school. Low level disruption occurred but the pressure was reduced by weekly visits from the Re-integration Teacher and respite sessions back at the PRU. F4's truancy increased. In the first half of the Autumn Term in Y11 he achieved 38% attendance and was often late arriving at school. Further behaviour difficulties led to an 'arranged transfer' to an off-site AEP. He did not attend and was out of education and training 2 years post-exclusion.

c.) H6 (black Caribbean male). He was excluded for violence in Y10 and moved to the specialist EBD/disaffected Unit in his local FE college. The tutor reported a young man who was 'arrogant and caused mayhem' initially but who settled down for some months. After further difficult behaviour, stealing a purse and smoking cannabis on site, he was excluded. After a gap, he started and completed an GNVQ Foundation Course in IT at a different FE college. He has settled to this. His mother is more optimistic about the future: he sees a purpose to what he is doing and his mother is relieved that he 'is in a normal class', still studying IT and wishing to develop his skills in IT at university.

6.21.2 **'Looked after' young people.** The mid-period for children looked after show a range of mainly troubled situations. No particular pathway or approach seemed better able than others to counteract the deep-seated social difficulties of the young people. H11 ('dual ethnicity' male; see Vignette 6.3) and B17 (white male) were attending special schools. E15 refused first outreach teaching and later an attempt to get him to attend the PRU; he was subsequently left with no provision. C14 (white male) was excluded from FE provision and then refused an AEP prior to undertaking no education or training or employment after leaving school. Black Caribbean girls A05 and A06 showed limited engagement with their PRUs with A06 becoming pregnant. After some months outreach teaching, contact was lost with E16 (white male). C05 (white male) was disengaged from the PRU, tried a shared placement with a mainstream school before being sentenced for nearly a year in a youth offenders' institution. When released he refused to attend the offered mainstream school. B17 (white male) struggled to accept the unusual life-style of a therapeutic community. E06 (white male) refused first the PRU and then an attempt at re-integration in the final months of his school career. H01 (white male) went through a difficult period in different children's homes and was involved in youth offending. He was deemed unmanageable at his first somewhat ill-equipped and poorly sited PRU before finding a fresh start in a different PRU, managed by a different LEA. PRU provision was linked to an AEP (rural woodcrafts) that helped him to re-engage. This was coupled with his return to live with his mother.

Vignette 6.3: 'Looked after' young person excluded from three schools for violence and damage

Social services were involved with H11 ('dual ethnicity' male) from an early age due to his mother's alcohol problems. After exclusions from a primary school, day EBD school and some years with little education in a children's home, he went to a voluntary sector EBD residential school. He committed a serious physical assault leading to police involvement and Exclusion. A few months later the head and governors were persuaded to give H11 another chance, after H11 received anger management training. He took and passed seven GCSEs (grades D-G) and enjoyed judo. He received useful vocational training on site linked to FE and got GNVQs in painting and decorating.

He reflected on his residential school: 'On Day One you do not want to learn. Then you want to be there for the activities...You like the activities. Then you like the people [staff and pupils]. Then you start to learn. Then you get to like the lessons.' He praised the staff: 'The teachers at the school, they're not like other teachers. You get to know them. You get friends with them. You're close to them'. He believed 'the practical side is very important in case you are not successful at the academic side.'

On leaving school, he had returned to live with his mother and had recently decorated his mother's sitting room. He was doing further decorating training in his local FE college. He had an 'after-care worker' whom he respected: 'I could relate to him. I could understand what he was talking about. He was into fashions and spoke the same language as me. I could take his high discipline standards and him telling me off because I came to respect him and wanted to please him.'

6.21.3 **Youth offenders.** The interview data revealed some young people becoming more deeply engrossed in offending (e.g. white males H2, H12, F5, F6) with the parents sometimes blaming 'nothing to do' and inadequate services as a reason for increased offending. Crimes usually involved motor cars (e.g. B3, white male), criminal damage and theft, sometimes drug related (e.g. B17, white male). In the case of H12, in first and final interviews, the step-father described the devastating impact the offending of the young person had on his wife and their marriage, blaming drugs and a desire of the young person to live up to the role-model of a criminal father. Minor offending did not necessarily stop young people continuing to engage in education or training (e.g. white males E5 and H01; F17, 'dual ethnicity' male; K04, Bangladeshi male) although it made it more likely. The method of analysis did not allow serial and serious offending to be separated out from petty and occasional crime. In LEA C, the reasons for the high occurrence of youth offenders placed in secure or custodial accommodation (5/20: 25%) in comparison to other LEAs are not apparent from the data.

Vignette 6.4: Family support, offending and engagement through work.

B18 (white male) was excluded in Y11 for fighting. In Y12 he started a Building Crafts Level 2 NVQ at FE College. The researcher was shown his neat, careful course work file by his proud mother. She said that her son 'works hard through the week so he's too tired to go out, but he's a normal 17 year old: he goes weekend drinking and clubbing.' Her son's youth offending has decreased: post-exclusion he was a passenger in a stolen car and a court case for graffiti, caught on CCTV: he 'got £100 fine, which he paid out of his wages, but there has been no offences for some months.' B18 commented on his 'quite shocking' writing, and was pleased that 'it has improved a lot at college.' He felt that the 'NVQ is keeping me on the straight and narrow, I know I won't get away with youth offending in the future.' He commented on FE: 'It's a good experience. Teachers are more like your mates, you have better relationships, you are on first name terms, they understand you and I understand them.' His mother reported 'he does jobs around the house... has laid floors in a neighbour's house ... repaired local roofs.' She thinks the school leaving age should be lowered.

6.21.4 **Gender.** There were no associations between gender and trajectories in the mid-period. Table D1 indicates the trajectories of a few young women who engaged with services once they were admitted to the small, welcoming and supportive environments of PRUs or health service units dedicated to pregnant school girls and young mothers (e.g. F19: though expecting a second baby near the end of the study; see Vignette 6.5).

Vignette 6.5: Young mother at mother and baby unit.

After showing difficult behaviour, F19 (white female) was involved in a managed transfer in Y8 to her second secondary school. She said, 'I had particular difficulties with an English and a PE teacher. It was the same teachers every time... I had a fixed term exclusion, I was suspended for 2 weeks.' She later argued and then raised her fists at a teacher and ran off, slamming a door. This followed other behaviour difficulties and resulted in exclusion. 'We had been told there was no point in appealing because of the other exclusion' [previous fixed-term]. When asked if the exclusion was fair F19 replied: 'It was a bit of both...I was angry and short tempered but the teacher was in the wrong as well'.

F19 was pregnant and went to the mother and baby unit where she settled very well, studying for her English and Maths GCSEs. 'There was a social worker involved, who helped. I was allowed to sit out of some lessons... doing different things in reception; I like it; I don't like working in a big class of 30-35. How can a teacher teach 30 children? I'm easily distracted, I like small groups or being taught on my own.' She is friendly with the teacher and the five other girls attending the unit.

She has achieved 100% attendance other than when she had her baby girl. She is very proud of her baby. She is now dividing her time between the unit and doing a child care course at FE for two days a week while her mother looks after her baby. She talks of becoming a nursery nurse and is expecting her second child by her steady boyfriend.

Summary

6.22 Review of Chapter 6.

6.22.1 **Overview.** This chapter covered the young people's first substantial provision, termed their 'first placement' through to about eighteen months after their exclusion. Data were used from the first interviews and follow-up visits and conversations (the tracking process). Table D1 in Appendix D summarises the trajectories of each of the young people.

6.22.2 **First placements.**

- *Range and frequency of first placements*. 55.9% (106 of the 193 excluded young people 193 young people) first went to pupil referral units (PRUs); 14.5% (28/193) to new mainstream schools and 6.7% (13/193) to further education colleges. 4/5 young people went to predominantly educational sites of provision. Choice of placement often seemed determined by options available to the LEA: where the vacancies existed was a more likely determinant than a strengths/needs assessment of the individual young person.

- *Acceptance of first placements.* Rarely was enthusiasm shown for placements other than new mainstream schools but three out of four young people accepted the offer and sometimes settled well. Refusal to accept the offer sometimes related to fear of stigma or 'contamination' (parents worrying their child would mix with and copy young people involved in crime or drugs).
- *Hours offered.* Across all types of provision about a third of the pupils received a full-time offer (including pupils returning to mainstream schools). Of those going to PRUs, c.40% received 11-20 hours per week and c.40% 5-10 hours per week. Young people receiving outreach teaching (home tuition) usually received less than four hours per week. There was no association between the number of hours offered and engagement in education, training or employment two years after exclusion.
- *Satisfaction and engagement with programmes.* Out of the young people for whom there were data, about two thirds were reported to be satisfied (n= 115) and engaged (n= 151) with the programmes provided. About a fifth were disengaged and 1 in 4 refusing to attend first placement. For those who wanted to be engaged, satisfaction was associated with longer hours offered.
- *Youth offending.* Youth offending after exclusion was associated with disengagement at first placement.
- *Engagement and ethnicity or looked-after status.* No association was found between these factors.
- *Girls.* There was a trend, nearly of statistical significance, for girls to be disengaged rather than boys.
- *Relationships between young people and teachers.* There was a significant improvement in relationships between young people and the teachers at first placement. A minority were going to new mainstream schools. Most went to alternative provision where the young people tended to respond to skilled, understanding teachers working with them in small groups and sometimes one-to-one, in ways that contrasted with their experience prior to exclusion.

6.22.3 **The mid-period**.

- *Table D1 (Appendix D).* This shows the continuing varied trajectories of the young people through the mid-period. Varying re-integration rates between LEAs were shown. Re-integration back into mainstream schools did not prove successful for some young people.
- *The Year 9 young people.* Some settled to their first placements (including a few back in mainstream schools) and remained there. Others moved on to second or more placements. Further education college options came into play as Y9 young people move into Year 10. 'Success' related in part to the attitudes and determination of the young people matched against the ability of sites of provision to respond to individual needs.
- *The Year 10 young people.* A variety of pathways were followed with varying degrees of 'success'. LEA A showed that re-integration for Y10s back into mainstream schools could be made to work, if properly prepared and supported.
- *The Year 11 young people.* About half of the small Y11 sample were excluded again or showed disengagement from education, training and employment during the mid-period.
- *Ethnicity.* This did not influence the type of career path followed, other than for a few young people from minority ethnic groups who were sent abroad to their family's country of origin for extended periods.
- *Youth offending.* This commonly started before exclusion and continued after it (49 of the young people were 'persisters') but some started after-exclusion (26 were 'starters') although other variables are involved and a causal link cannot be established between offending and the act of exclusion; a few young people were said to have stopped offending post-exclusion(11 young people were 'desisters').
- *The 'looked after children' group* (a small sample). Many 'looked after' children continued to experience complex social difficulties and became disengaged. Two looked after young people returned to live with their mothers and to engage with education and training.

Chapter 7: Approaching Two Years after Exclusion

Key Findings

In months 23 - 24 after exclusion, contact had been lost with 27% of the sample including a disproportionately high percentage of black young people and girls. In relation to those with whom contact was maintained:

- About half were judged to be engaged in education, training or employment .
- Engagement in all types of educational provision fell away as young people neared school leaving age.
- Half saw their exclusion as damaging but 19% saw it as a positive event.
- Young people who had received more fixed-term exclusions prior to exclusion were more likely to be disengaged.
- Those who offended prior to exclusion usually continued to offend post-exclusion and others started to offend.
- There was a trend towards higher offending rates amongst white young people compared to black Caribbean young people.
- White young people were more likely to be disengaged and to under-achieve than black young people.
- Few of the young people sat a wide range of GCSEs and only one out of 10 looked after children.
- The young people in employment had often used family contacts/networks to obtain their job.
- Some help had been received from most of the young people from careers officers, education welfare officers and re-integration teachers but rarely mental health workers, social workers, or workers for 'new services' (Connexions, Youth Offending Teams).
- Many of the young people had very limited ambitions for the future.

7.1 **Overview**. This chapter focuses on the months leading up to the second anniversary of the young people's exclusion. It continues to address all the Research Objectives except RO1. It draws heavily on data from the final interviews (see schedule in Appendix B, III) but also on data obtained from less formal 'check up' telephone calls and site visits. Attention is again drawn to Appendix D and the visual presentation of each young person's trajectory from months 18 - 24.

7.2 'Final destinations' two years after the exclusion.

7.2.1 **Types of provision.** Table 7.1 shows the destinations in months 23-24, of 141 out of the 193 young people (73%) (RO3 and RO9). Data from final interviews covered 132 of these young people while information from staff or family contacts established the destinations of a further 9 young people (total: 141). There was an expected increase in those attending an FE college or commencing work or training as Y9 young people approached school leaving age. Two years after exclusion a fifth (possibly over a quarter) of the young people were known to be uninvolved with either education or employment (see Table 7.1).

Table 7.1: Destinations of the young people 23-24 months post-exclusion

Destinations at two years:	Frequency	% of 193 YPs	% of 141YPs whose destination known
No involvement with education/ or substantial employment	39	20.2	27.7
FE College	34	17.6	24.1
Substantial employment	17	8.8	12.1
PRU [Y9 YPs only]	15	7.8	10.6
Mainstream school	15	7.8	10.6
Alternative Education Programmes	7	3.6	5.0
Outreach Teaching etc	7	3.6	5.0
Special school	2	1.0	1.4
Youth Offending Institution	1	0.5	0.7
Other (e.g. looking after baby)	4	2.1	2.8
Destination not known/contact lost	52	26.9	----

7.2.2 **Final destinations by year groups.** By months 23- 24:

- many Y9 young people had left PRUs with only 15 remaining on the roll of PRUs. Some young people had moved on to FE. Of Y9s for whom data were available, 15/72 (20.8%) were in new mainstream schools but some of these were disengaged. About a tenth were receiving very limited outreach teaching.
- about a quarter of the Y9s for whom data existed were refusing or (occasionally) not receiving offers of education or training in months 23-24.

- of the 84 Y10 young people for whom there were data, nearly a third were in FE college and 28% in employment or training.
- for the small Y11 sample there were varied destinations: 4/23 (17.4%) were in substantial employment and a further 3 linking working to gaining vocational qualifications at FE. Three other young people excluded in Y11 were at FE.

The young people who refused offers of first placements tended to stay disengaged.

7.3 Perceptions of the effects of exclusion two years after.

7.3.1 **Overview**. Table 7.2 summarises the views obtained in the final interviews on the effects of exclusion. It can been seen that about half viewed exclusion as having had a negative effect on the young people's lives while a third was ambivalent and close to a fifth viewed it as having had a positive effect. These figures should be used cautiously given the absence of data for 64 young people.

Table 7.2: Perceptions of the effects of exclusion two years after.

(n=129)	
Negative	64 (49.6%)
Ambivalent	41 (31.8%)
Positive	24 (18.6%)

Negative, ambivalent and positive views of the young people are seen in Vignette 7.1.

Vignette 7.1: Young people view their exclusion two years later.

J8 *(Pakistani female, engaged in new mainstream school)*: 'I don't think anyone should get excluded because it ruins your life. All the teachers say you need education but they don't think about that when they exclude you.'

K3 *(white male, engaged at FE)*: 'It made a big impact on my life in general, but especially getting a job. I've missed out on things that friends have done, mainly GCSEs.'

B1 *(white female, disengaged from PRU at end of her Y11, part-time child minder)*: 'I was relieved at first, to get out of school, say for a month, then I realised. There was nothing to do. I was cut off from my friends, I had no money to go out. I got very depressed. School friends stopped phoning me. It was a bad experience. For a time I was jealous of my friend (who was excluded for the same incident). She *[B10, from neighbouring LEA]* has not had to go to any school at all. But now I'm pleased I was pushed into going to the PRU.'

C10 *(white female, offender, at FE college)*: 'When I got expelled...I felt I'd ruined my life – but …now my life has taken this pattern and it's all worked out really good. I was out of school for a whole year. I was doing nothing. That's when I was going through a bad drugs stage. My Mum didn't want me in the house. I was stealing. I was eating all the time and nicking her fags, nicking her money. I feel dead guilty about how I was, but if I hadn't have been kicked out of school I wouldn't have got the job I have now, I wouldn't know the people I know ... so I'm glad how things have turned out. I wouldn't ...turn the clocks back.'

J3 *(white male, engaged in PRU at 2 years, after being excluded from his new mainstream school]*: 'I was concerned about getting a decent job, it changed how other adults related to me, and other children called me stupid'.

E4 *[white male, disengaged offender at 2 years]*: 'Glad about it…Hated school, right from the start'.

F3 *[white male, has ceased offending, working and doing a modern apprenticeship in joinery: his father says his son 'designed his exclusion']*: 'They [*the mainstream school*] did me a favour getting me expelled. Otherwise I would have ended up in a dead-end job.'

7.3.2 **By special interest sub-groups.** There were no significant associations between either ethnicity, gender, 'looked after' status, special educational needs or youth offending and perceptions of the effect of exclusion.

7.4 Engagement/disengagement two years after exclusion.

7.4.1 **Overview.** 'Engagement' was defined in Chapter 1 as a young person attending educational/work experience or vocational provision; or (after reaching school leaving age) FE, training or substantial employment. The degrees of engagement for the 141 Young people for whom data were available are given in Table 7.3.

Table 7.3 Degrees of engagement in months 23-24

	Frequency (%)
Engaged	81 (57.4)
Disengaged	43 (30.5)
Y9 pupils refusing LEA or other offers	15 (10.7)
Looking after her baby	1 (0.7)
Youth Offender's Institute	1 (0.7)
Total (for whom data available)	141 (100.0)

Data were not available for 52 young people and there were difficulties of assigning some borderline cases to a particular group. Therefore rather than cite exact percentage figures on this important outcome measure, it is suggested that:

- a little over half of the young people for whom there were data were judged to be engaged (but this might include young people in low status jobs or studying basic courses not matching their potential);
- up to a half of the young people for whom there were data were judged disengaged and sometimes refusing offers of provision made by their LEA and/or other agencies.

7.4.2 **By ethnicity**. The following points of interest emerged:

- it was more common for white boys to be disengaged or refusing provision than black Caribbean, 'dual ethnicity', Pakistani or Bangladeshi but only 2/11 'other black' young people were deemed 'engaged'; 31 out 81 white males were judged engaged compared to 11 out of 21 black Caribbean and 7 out of 12 Pakistani males.
- of 7 black Caribbean girls, 6 became 'lost' and the seventh was disengaged.

7.4.3 **By types of provision.** Column 2 of Table 7.4 shows the percentage of Young people judged to be engaged in their first placement at PRU, new mainstream school (NMS) or FE college. The third column then gives the percentage of all the young people who went to PRU, NMS or FE engaged in education, training or work two years after exclusion.

Table 7.4: Engagement of the young people two years after the exclusion

First placement:	Engagement at first placement (%)*	Engagement in education, training or work after two years (%)*
PRU (n=91)	55 (60.0)	36 (40.0)
NMS (n=20)	14 (70.0)	6 (30.0)
FE College (n=13)	11(84.6)	10 (76.9)

* expressed as a percentage of the population at that form of provision, on whom data were available

Table 7.4 shows that although engagement was reasonably high at all three types of placement initially, it falls away later. The qualitative data offer some possible reasons. Disengagement in new mainstream schools seemed linked to poorly supported re-integration and learning difficulties. At the time of final interviews, G18 ('black other ' male) had been absent from his new school for six weeks. His class teacher explained: 'The class are now studying for GCSEs, completing course work, revising etc. and he doesn't really fit into that kind of ethos.' G18 was described as being 'of very low ability and having little understanding of most of the lessons.' Both the teacher and G18's head of year agreed that they found the class 'better without him' and therefore did not pursue his absence. Increasing disengagement from a PRU, may be due to factors beyond the provision:

> ' In his Y11, [E4, white male] has given up on school. The PRU is too far to travel from his home...Mum is colluding in his school refusal.' (specialist EWO).

The EWO had made several home visits but without effect. Increasing disengagement seemed related in other cases to peer group or other pressures unrelated to exclusion and the quality of re-integration support (e.g. B9, black Caribbean male; H3, white male).

7.4.4 **Fixed-term exclusions and engagement.** The young people who had received a greater number of fixed-term exclusions prior to exclusion were more likely to be disengaged in months 23-24 post-exclusion, particularly those who had received four or more. This was a statistically significant finding. For 39 young people with four or more fixed-term exclusions a comparison could be made with their engagement/disengagement two years post-exclusion: 27/39 (69%) were judged to be disengaged. However, Table D1 (Appendix D) shows individual cases where young people were engaged despite four or more fixed-term exclusions (e.g. A32, 'dual ethnicity' male; C8, white male; K2, Bangladeshi male). Settling into and becoming engaged in employment, PRU, FE, AEP or new school could be achieved.

7.4.5 **Girls, distant provision and engagement**. The numbers are small, but 6/8 girls who were not satisfied with their travel arrangements to alternative provision were not engaged in months 23-24. The father of B10, having visited the distant PRU offered stressed the dangers of his daughter making unaccompanied journeys to this site and claimed to have made unsuccessful representations to the LEA to offer alternative arrangements more easily accessed.

7.5 **Changes of circumstances/education or training received ('turbulence').** After their exclusion, 45 out of 161 young people (28%) on whom data were available had experienced four or more changes of living circumstances or education/training activity, indicating 'turbulence' in their lives. However, no association between 'turbulence' and engagement or educational outcomes was found. Turbulence was sometimes a positive factor, for example, F14 (white female) moving from her father's home in one LEA to her mother's house in LEA F to access the better provision there. Sometimes it was a negative factor indicating a young person living in shifting and threatening family circumstances (e.g. white males C13 and F11; E14, white female).

7.6 **Youth offending after permanent exclusion.**

7.6.1 **Increasing numbers of offenders.** Caution is necessary in using crime figures because of possible under- or over-reporting and the absence of data on 52 young people two years after exclusion. However, two years after their exclusion, 55% of young people on whom data were available, had either definitely or were believed to have offended since their exclusion compared to 38.5% of the sample reported as offenders prior to their exclusion (see Table 7.5).

Table 7.5 Numbers of offenders pre and post-exclusion.

	Frequency (%)
Offenders pre-Exclusion (n=161)	62 (38.5)
Offenders post-Exclusion (n=151)	83 (55.0)

Supporting Berridge et al. (2001) was a finding of high statistical significance: most of those who offended prior to permanent exclusion continued offending ('persisters') after it. Of those who had not offended before their exclusion, nearly one third of them were reported to have started after their exclusion ('starters'). Table 7.6, using data available for 141 young people, illustrates these points (see also Table D1, Appendix D).

Table 7.6: Youth offending prior to exclusion compared to offending post exclusion

n=141	Offended after PEx	Did not offend after PEx.
Of those who: Offended prior to PEx	49 ('persisters')	11 ('desisters')
Did not offend prior to PEx	26 ('starters')	55 ('resisters')

Of 73 young people on whom sufficient data were available, approximately half (39 young people) of those reported as being involved with crime admitted to or were suspected of committing multiple offences of different types. Some qualitative data linked starting offending to the exclusion. G8 ('dual ethnicity' male) was a 'starter' who quickly progressed to a youth offender's institution. His mother claimed it started at:

> 'the time when he was out of school. He was mixing with older kids that are not at school and…they dragged him into going around with them and doing shoplifting…He started smoking. I couldn't keep up his 'baccy' money to keep his smoking going…He's bored. I can't keep him in 24 hours…He's left to his own devices, and if he was in school it probably wouldn't have happened.'

Other parents gave similar accounts (e.g. male whites F6, F16, H2 and H12); where offending had occurred prior to exclusion, it sometimes increased in volume and severity afterwards.

7.6.2 **Youth offending and engagement**. Post-exclusion offending was associated (reaching statistical significance) with disengagement two years post-exclusion. Despite this, Table D1 shows that many of the young people who were reported to have offended post-exclusion were engaged in education, training or employment two years after exclusion (e.g. A04, 'black other' female; B11, white male; K04, Bangladeshi male).

7.6.3 **Youth offending and qualifications.** There was no association between youth offending after exclusion and gaining qualifications.

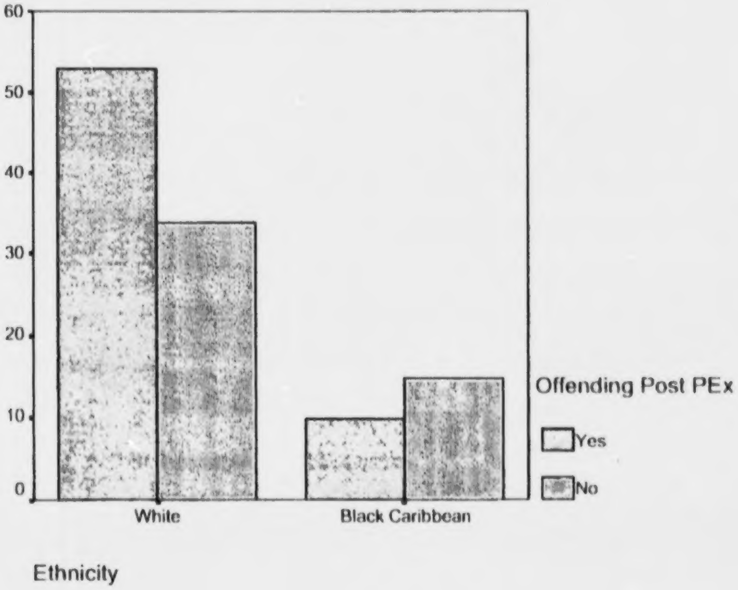
7.6.4 **Youth offending and ethnicity**. Table 7.7 shows that white young people were over-represented in the cohort of offenders compared to black young people.

Table 7.7: Youth offending after exclusion by ethnic group

Ethnicity:	Youth offenders after exclusion		Total (%)
	Yes (% of sub-group)	No (% of sub-group)	
White	53 (60.9)	34 (39.1)	87 (100)
Black Caribbean	10 (40.0)	15 (60.0)	25 (100)
Black other	2 (28.6)	5 (71.4)	7 (100)
Bangladeshi	4 (50.0)	4 (50.0)	8(100)
Pakistani	4 (57.1)	3 (42.9)	7(100)
Indian	0 (0.0)	1 (100.0)	1(100)
'Dual ethnicity'	10 (62.5)	6 (37.5)	16(100)
Total	83(55.0)	68 (45.0)	151(100)

The difference between white young people and black Caribbean young people, approaching statistical significance, is demonstrated further in Figure 7.1. Possibly affecting this finding and to be considered are the numbers of white young people and black Caribbean young people for whom data were not available: 17 out of 104 white (16.3%) compared to 15 out of 35 of black Caribbean heritage (42.9%). The small number of young people of 'dual ethnicity' should be noted when considering the high percentage of such young people found to be offenders.

Figure 7.1: Numbers of white young people compared to black Caribbean young people reported to be youth offenders after exclusion.



7.7 **Qualifications.**

7.7.1 **General.** Qualifications obtained were to an extent determined by what particular sites offered i.e. to pass GCSEs the young person needed to attend a mainstream school, a special school (as H11 did) or a PRU that offered GCSEs. Y10 pupils in LEAs B and F would seem to be relatively successful in terms of achievement at GCSE compared to other LEAs. The PRUs in LEAs E and G did not offer GCSEs.

7.7.2 **Numbers and types.** It was rare for a young person to obtain a wide range of GCSEs, although there were examples (e.g. H11 passed 7). The GCSEs taken generally consisted of English and Mathematics (evidence from interviews). Table 7.8 gives information on numbers taking one or more GCSEs and grades of GCSE passes and other qualifications, for example Computer Literacy and Information Technology (CLAIT) obtained by Y10 and Y11 YPs by the time of their attaining compulsory school leaving age. Y9s were not able to be included as the results of the GCSEs taken by them, at the end of Y11, were not known.

Table 7.8 Qualifications obtained by the Y10 and Y11 young people.

n= 91	Number (%)
1 or more GCSEs Grades A-C	17 (18.7)
1 or more GCSE Grade D-G	9 (9.9)
Other 'academic' e.g. CLAIT certificate	17 (18.7)
Vocational certificate e.g. NVQ Foundation certificate	6 (6.6)
Total number of young people	49 (53.9)

7.7.3 **Sites of provision**. Of the 19 pupils (17 Y10 and Y11 young people plus 2 young people excluded in Y9 taking a GCSE early) sitting and achieving a GCSE at grade A-C:

- 9 were attending a PRU;
- 7 were re-integrated into a new mainstream school;
- 3 were in receipt of home education or minimal examination support at a PRU in the short period between their exclusion in Y11 and sitting their examinations.
- The pupils achieving a GCSE, grade D-G were distributed evenly between PRU, new mainstream school, FE college and a special school.

- Other academic qualifications were gained at (in rank order): PRUs, outreach/home tuition and FE colleges.

No clear patterns in relation to sites of provision emerge about likelihood of achieving GCSEs. Other factors could be more important such as pupil motivation linking to quality of relationships with particular members of staff or peer group pressures.

7.7.4 **Engagement.** It was perhaps unremarkable that those who obtained GCSEs were more likely to stay engaged in education and/or training two years after exclusion.

7.7.5 **Ethnicity: possible under-achievement by whites**. Numbers in the minority ethnic sub-samples were small but GCSEs were achieved proportionately more frequently by young people from the black ethnic and 'dual ethnicity' categories than by white young people. 4 out of 11 pupils of 'dual ethnicity', 2 out 12 with heritage from the Indian continent but only 6 out of 47 whites achieved a GCSE at grade A-C. 25 from 47 (53%) white pupils and 5 out of 12 of those with Asian heritage obtained no qualifications compared to 8 out of 21 (38%) black pupils (black Caribbean and 'other black'); and 4 out of 11 with 'dual ethnicity'.

7.7.6 **'Looked after' status**. Only 1 out of 10 young people Excluded in Y10 or Y11 who were looked after prior to Exclusion obtained a GCSE at grade A-C : A05 was of black Caribbean heritage, a non-offender, who gradually settled at her PRU prior to sitting her examinations. Another, H11 ('dual ethnicity' male) obtained seven GCSE passes at grade D-G before settling to a decorating course at FE. By this time he was able to live full-time with his mother. Highly committed staff (from a residential school and a children's home) clearly made a positive difference to H11 (his own and his mother's account). Three young people looked after achieved an 'other academic' or vocational qualification, leaving 5 young people achieving no qualification:

- A06 (black Caribbean female) did not engage with an AEP, outreach teaching or PRU and became pregnant;

- B17 (white male) after a troubled existence involving abuse by step-mother experienced four fixed-term exclusions prior to exclusion from mainstream then went to a therapeutic community in mid-Y11 from which he was later excluded ;
- C14 (white male) was quickly excluded from FE , then refused to engage with an AEP and was said to have offended;
- E06 (white male), having been excluded from a residential EBD school in Y11, refused to attend first a PRU and then a mainstream school and was reported as continuing to offend and to be disengaged;
- E15 (white male) refused to attend AEP and a PRU and was said to have offended;
- H08 (white male) and suspected victim of abuse, having enjoyed a primary-aged EBD school, had marked learning difficulties and low self-esteem (mother and teachers' account), refusing PRU and AEPs and becoming heavily involved in car crime and other theft.

Given the small numbers, it is difficult to discern patterns.

7.7.7 **Gender**. In relation to male young people, of the 79 for whom there is data, 15 (19%) obtained a GCSE grade A-C and 2/12 females. Girls appeared to get a GCSE or nothing: virtually all the 'other academic' and 'vocational' qualifications were gained by males.

7.7.8 **Sitting examinations in Y10 rather than Y11.** Some interviewees (e.g. staff at PRU in LEA H) said it could be sensible for pupils to sit some examinations at the PRU in Y10. They noted the tendency of pupils to stop attending PRUs once their peers still in mainstream schools started prolonged study leave at Easter time, in Y11, ahead of their GCSE examinations. A12 (black Caribbean male), C20 (white female) and J8 (Pakistani female) are examples of students sitting GCSE examinations in Y10.

7.7.9 **Employment increasing awareness of the importance of qualifications**. B18 (white male) was an example of a few young people getting to see the importance of qualifications after experiencing substantial employment.

7.8 Employment [RO8]

7.8.1 **Experience of employment.** Of 74 young people on whom data were available, 46 (62%) of the young people excluded in Y10 or Y11 were reported to have had experience of paid employment (full or part-time) in the two year period following their exclusion. This experience could be fleeting or amount to very few hours a week. In Table D1 (Appendix D) the olive squares (showing employment) or dark blue squares overwritten by 'Ep' (showing part-time employment linked to FE courses) indicate about a quarter of the Y10 and Y11 young people undertaking substantial part- or full-time jobs. In a dozen cases, the employment lasts for many months (e.g. F10, white male, working for his uncle's building firm) and is sometimes linked to National Vocational Qualification (NVQ) training at FE (e.g. male whites B18 and F3). These young people seem to have put their exclusion behind them, to be building their own lives and contributing to others (interviews with e.g. F3 parents and young person; C11). C11 ('dual ethnicity' female) spoke of holding down part-time jobs as a waitress as she studied at FE *and* contributing to the upkeep of her disabled sister:

> 'I think I've done alright, getting the jobs and doing the course. Home is another job as far as I'm concerned. My sister's needs are a priority with the family... I give more support to the family than I have received' (C11).

7.8.2 **Working prior to school leaving age**. There are rare examples of young people (e.g. white males C07 and F10) taking up substantial employment ahead of reaching school leaving age (indicated to the left of the black 'school leaving' squares in Table D1, Appendix D). Officially B18 (white male) was being educated by his parents. B08 (white male) was also reported to be working and thought to be working two years post-exclusion. K05 (white male) and A32 ('dual ethnicity' male) were also working part-time.

7.8.3 **Social networks ('social capital') aiding job-seeking.** Of the 57 of the total sample with experience of paid employment, 63% (37) were said to have drawn upon their personal social networks in securing their jobs. Who provided help is shown in Table 7.9.

Table 7.9: Social networks aiding achievement of employment

n=37	Frequency (% of 37)
Parents	22 (59.6)
Relative	8 (21.6)
Friend or other contact	7 (18.9)

Examples of the role of 'social capital' are given in Vignette 7.2.

Vignette 7.2: Social networks aiding achievement of employment

C13 (white male, 'looked after', offender): friend of family, whom he called 'uncle' gave him part-time work in 'uncle's' furniture business.'

A9 (white male): 'I was turned down by some employers initially, when they knew that I had been excluded from school. My first job - mum helped me out by getting a friend to employ me. Once I got the good reference from there I was able to get my own jobs.'

Mother of H4 (black Caribbean male, ex-offender): 'He's started working for his Dad at £30 a day. I'm quite happy with him working a lot with his Dad doing skirting boards/labouring and painting and decorating. He hopes to have his own building business one day.'

A11 ('dual ethnicity' male, offender) had been doing 'manual labour: roofing, fencing for a family-run firm. I asked my sister's boyfriend myself. I [worked] there since I left college till February ... I worked 8-5 every day. I got on fine with employer and workers… I was shown how to do things and helped. It was very good work experience...Now I'm looking for a permanent job...I earned £125 *[cash in hand]* per week. Some is saved but I've no bank account opened. Working has made me feel more independent. The family have been good to me… [Also] I was taught mechanics...by a relative.'

7.9 **Client views on post-exclusion education/training.** In the final interviews, some young people and their parents spoke enthusiastically about education or vocational training (e.g. B18, white male, about his NVQ carpentry). C13 (male white, offender) reflected:

> 'It's wicked, I'm being assessed at things all the time – cutting my vegetables, health and hygiene – cooking a cake. It's very good. I'm doing NVQ Level 1 in Cooking and I'm doing basic English at literacy classes (evenings). I'll get a record of achievement. On Wednesday I've got basic hygiene. It's assessments, showing me right from wrong. I am very confident now and I am learning new skills everyday.'

He saw his college course as employment because he received an allowance of £40.00 per week [Educational Maintenance Allowance]. In addition his uncle employed him in his furniture shop. He continued,

> 'Yes, GCSEs would have made my life a lot easier. I couldn't read before I went to the Rathbone. I want to learn to spell. Uncle is helping now and with the adult literacy. Oh yes definitely I have achieved a great deal and I have progressed in how to take on situations and arguments.'

A12 who had settled back into mainstream school after his exclusion in Y9 believed, 'Education is the main way out of [bad] things.' Some spoke of re-entering education and training (e.g. F2, white male). Other interviews revealed parents hoping the young person would engage seriously with further education and training. The mother of E3 (white female) stressed recurring themes - the need for self-motivation and social skills (including tolerance of others):

> 'I would have liked her to do GCSEs but they don't do them there [PRU], they do other things instead – which is better, if she can achieve them that's great. [My daughter] is thinking about going to college next year when she leaves, to do catering. She will achieve these if she decides she want to. I would like her to get a job, to be successful. I hope she sticks in. She will achieve these through hard work and keeping her mouth shut. She needs to learn in life, that some people you get on with and some you don't. The ones you don't, you just avoid them. I just hope she turns out good, not bad.'

7.10 **Other achievements [RO8].** In response to the final interview question: 'What do you consider to be your achievements/successes over the last 12 months?' the initial answer was often a shrug of the shoulders when in fact the young people had already mentioned achievements. These were in a number of areas:

- *sport*: Some young people gave up sport after exclusion (e.g. white males B5 and E1). In contrast, F8 ('dual ethnicity' male) continued to play cricket and football though sometimes let down by his volatile temper. F1 (Pakistani male) enjoyed the weekly cricket club meeting and played basketball for his school. H11 ('dual ethnicity' male), went from his EBD school to a judo competition in France but was unable to keep this up after leaving school. A28 (male black Caribbean) continued competitive basketball. K3 (male white) was proud of playing semi-professional football and a trial at a Football League club.

- *arts/creative activity*: B4 (son of black African father and black Caribbean mother) continued with a deep interest in gospel music and drama after leaving the PRU).
- *motherhood*: white females F12 and F19 spoke proudly of their first babies and F19 of her skills as a mother - pregnant again, she looked forward to having her second child.
- *changing life-style/escaping from trouble*. Parents (e.g. of F3, white male F3 H1, 'dual ethnicity' male) talked with relief and pride of their children's apparent emergence from very troubled times. Sometimes the young person would venture similar views for example, C13 (white male, 'looked after'):

  > 'Changing my life around, from running away. I used to be always getting picked up by the police. I used to run to my Mum, I always hoped she would want me, but she was the child – I was the adult. I was running away from the people who wanted me and cared for me, to someone who didn't want me, but it took me a long time to realise that, I know now.'
- *educational achievement/complying to normal school expectations*: A21 (Y9 black Caribbean male, re-integrated into mainstream school and making a success of this) explained that he 'Learnt not to talk as much, stay seated, not mess about as much. I've realised that messing about is not helpful' . The specialist EWO in LEA E talked of E12's awards at the PRU where he got prizes for 'Most improved pupil' and 'Best attender of the year 2000/2001'.
- *supporting family*. F6 (white male, offender, disengaged) helped to look after his disabled mother and his siblings. Similarly J5 ('other black' male) saw helping his mother through post natal depression as his major achievement.

A young person's description of their achievements could cover various areas. Three examples are given in Vignette 7.3:

Vignette 7.3: Young people talk about their achievements in the past year.

' Getting the flat… Getting my head sorted…Getting my kitten… I've had a full time job at Tescos, night shift…City Council offices – cleaning…Worked on a training scheme – nursing. I only lasted a month, it was a 2 year course, but my head wasn't in it… I'd like to look after old people or people with learning difficulties…I'll get on a college course' (E15, white female).

' Maturing, getting my mind straight and knowing what I want... Lots of people have helped me... family... I learn from people and their experiences, mistakes...me and my friends have organised dance nights, printing flyers, selling tickets and making a bit of money on the side ' (A12, black Caribbean male).

' I got excellent results 90% Maths and 92% English, AEB. Both equivalent to GCSE 'C'. I learned how to make a brick wall. Work experience - I learned how to fix motorbikes: I was there for 1 week. They offered me a Saturday job. It was good, but I didn't like getting dirty. I got into ... agricultural college to be a gardener. I can fix a tractor (just about)' (E5, male white).

7.11 **Support from professionals [RO3, RO10].** Client and staff interviewees were sometimes uncertain of the professions of those who had or were providing services to the young people. Therefore attempts to quantify and tabulate information on this topic proved unsatisfactory. Also, little evidence was forthcoming of agencies making effective links between each other in provision of services to the young people (other than in LEAs H and C, see Chapter 5). The following points can be made about individual services:

- *Careers service input.* A majority of the young people received assistance from careers officers and in many cases these professionals helped to arrange provision and sometimes to maintain young people in their placements through acting as regular link-worker and adviser (e.g. careers officer based at PRU in LEA H).
- *Educational Welfare Officers.* Many young people were known to have received input from EWOs and for some young people, it was believed to have been effective.
- *Re-integration teachers.* These were involved in many cases and were believed in about half of the cases to have been instrumental in arranging and/or maintaining young people in provision.
- *Educational psychologists.* Input from psychologists, post-exclusion, was limited and mainly restricted to pupils with statements. Some experienced staff in PRUs (e.g. in LEAs B and K) much regretted the lack of practical support offered by educational psychologists in assessment and practical assistance in dealing with learning difficulties. These staff put down this

inadequate support to the amount of time educational psychologists had to devote to statutory duties.

- *Youth Offending Team staff.* Assistance was offered by YOT members and for 34 young people this was reported to have assisted in obtaining and maintaining provision.
- *Connexions personal advisors.* These were working with very few of the sample although their help was seen as effective in arranging and maintaining participation in provision. A slightly larger number (but under 1 in 5) received help from mentors and in a majority of these cases, the mentor's input was similarly seen as being instrumental in sometimes arranging and sometimes maintaining a young person in provision.
- *Social workers.* In LEA B, a senior social worker had been active for many years in supervising and supporting young person, B17 (white male), building links with local CAMHS leading to his placement at a therapeutic community, and then on his exclusion from this, renegotiating his stay with his former foster parents. Examples of field social workers acting as advocates and inter-agency link-workers were also found in other LEAs. Occasionally, for example in the case of H11 ('dual ethnicity' male), the senior residential careworker at a children's home clearly acted as the young man's key-worker over a period of years, guiding the young person until he was capable of living again with his mother, when he left his residential EBD school. Other pupils were using the residential home services managed by or financed by social services departments (e.g. white males H1 and B5).
- *Mentors.* It was common for the young people in LEA A to be supported by volunteer mentors. A2 (Pakistani male) spoke of his mentor:

  > 'The Centre [PRU] offered me a learning mentor. I found this very helpful. I still keep in touch. She phones me occasionally to check on my progress...my learning mentor was the most [helpful member of staff].'

  B9 (black Caribbean male) received input from a black mentor (a local accountant). The local ACC said that for a time this worked 'fantastically well' (but did not prevent B9 becoming disengaged from his FE college course in about the twentieth month after exclusion).

Vignette 7.4: Aspirations and reflections two years after exclusion

C10 (white female, offender, specialist FE course led to employment): I start working next week on a three year training post in a hair salon, starting with a trial period. It's an NVQ course in hairdressing and management over three years ... I'll be paid £70 a week. I'll attend college one day a week. Initially I made 8 applications to different salons (helped by my College tutor). I gained interviews at 5 salons, but the one where I start is an exclusive salon and offers the most money whilst training. I hope to start driving lessons soon to enable me to become a mobile hairdresser. I'm not interested in serious relationships. I don't want to have children. I want to succeed in my own life first – I don't want to have to depend on 'Social' to bring up a child. I wants my own house first and my own money to pay for things. I hope to own my own salon one day… It's mainly down to myself and realising I want to change and improve my life. I appreciate the support from *[her College Teacher]*, [and] my close friend, and I have a better relationship now with my mother.'

7.12 **Ambitions for the future.**

7.12.1 **Education/training.** It had been hoped to compare the young people's type of placement with types of ambition for the future (academic, vocational or none). The finding that not all PRUs provided GCSEs and small numbers attended some forms of provision meant that meaningful associations could not be sought. It can be reported that 21/51 (41%) young people first placed at PRUs had 'academic ambitions' compared to 8/12 (75%) of young people first placed in new mainstream schools.

7.12.2 **Employment**. Table 7.8 indicates whether young people had hopes of a manual/semi-skilled or a 'professional' job.

Table 7.10 Types of employment ambition

YPs attending as first destination:	n=	Manual/semi-skilled (%)	Professional (%)
PRUs	59	38 (64.4)	21 (35.6)
FE Colleges	9	6 (66.6)	3 (33.3)
Mainstream schools	11	4 (36.4)	7 (63.6)
TOTAL:	79	48 (60.8)	31 (39.2)

Unsurprisingly, those who desired a professional career were more likely to get GCSEs: 15 out of 24 (63%) of those with at least one GCSE (any grade) had ambitions to become professionals while 18 out of 28 (64%) who desired a manual/semi-skilled occupation had no qualifications. Final interviews with some Young people indicated their common sense in matching their job hopes to their understanding of what their aptitudes and levels of qualifications made possible (e.g. white males B7, F3, H4).

7.12.3 **Ambitions and engagement**. There was no significant association between employment ambitions and engagement in months 23-24. However, of 69 young people on whom there were sufficient data, 60 (87%) of those engaged had ambitions to get further qualifications. In relation to 39 young people getting no qualifications for whom there were data, 20 (51%) had no ambition to obtain any. Those who desired qualifications were more likely to be engaged 24 months after exclusion and those who had none were more likely to be disengaged.

Vignette 7.5: Ambitions for future employment.

A11 ('dual ethnicity' male, working full-time after FE in Y11): 'To own my own business. I'll need to study hard, but I'm willing to do this. I'd like to go to college and University, with a gap year. Would like to study Art and follow a career in interior design… Owning own business, house, job, car and eventually having a family.'

Parent of E1 (white male, offender, excluded from new mainstream school in Months 23-24): '[My son] has been to Army Recruitment Office last week to enquire about joining. I believe it is in his blood, Dad was in Army, Grandad was in Army, long line of family in Arm. I just really hope and wish that if it's the Army that he wants to do, I hope he succeeds. I will support him 100% whatever he wants to do.'

K3 (male white, PRU in Y11, later to start in FE in Y12): 'Get best marks possible at GCSEs. Go to college (got a place already) and do well. Get a trade (brickwork). This takes up 3 ½ days of the week, the remainder of the week will be taken up with a new subject, probably photography. The course is not paid: I will work part-time in [video shop] ...The college will help me get a job, they arrange observations. It would be nice to work abroad as a bricklayer. Weather is nicer, homes are cheaper... I will have to [accumulate] some money first.'

A32 ('dual ethnicity' male, FE in Y10 and Y11): 'Join the army. I'm healthy but I'm still only 15. Nice house, girlfriend, job, couple of kids, just the regular things…Sing, my dad's a singer. I'll go back to college, nothing lined up- I'm still thinking.'

E6 (Y11 white male refuser of PRU and new mainstream school, 'looked after', excluded from residential EBD school): 'I can't even get a job now, because I haven't got one bit of paper. I haven't got a certificate or anything. I go for a job and they say 'what have you done with your life'. Basically I have to say, 'Well, I never went to school, I've got no qualifications, I've done nothing with my life'. They just laugh at us. I've tried for 3 jobs down the road here and they just laughed at us. No one's going to employ somebody with nothing. I've wrote away for 42 jobs and they don't even reply.'

E5 (white male, outreach teaching leading to FE): 'I want a good job, I want to be self employed, I'm going to try to be. I should have a good job in 2 to 3 years. I've been going out with a girl for three months but I don't want marriage until I've got a good job and a house. '

7.12.4 **Labour Force Survey questions relating to training and hopes for future**. To extend the final interview data, the Labour Force Survey questionnaire was administered either directly to the young person or to parent or occasionally carer who knew the young person. Table 7.11 shows the results:

Table 7.11: Attitudes to education, training and future employment (n= 110):

	Statements	Agree	Dis-agree	Not sure	No response
1.	Since Y11, the courses, jobs or training I (s/he) (has) done have generally worked out well for me (him/her).	33	19	11	47
2.	I (s/he) know(s) how to find out about future work, education or training opportunities.	61	16	25	8
3.	I (s/he) thinks that making plans for the future waste of time.	16	70	17	7
4.	I (s/he) wants to do more education/training in the future.	51	22	27	10
5.	I (s/he) have (has) got all the qualifications for the job or course I (s/he) want(s) to do.	11	60	19	20
6.	I (s/he) have (has) a clear idea about what I (s/he) want(s) to do in the future.	50	32	16	12

The positive response to question 2 probably links to interview evidence indicating the useful involvement of careers officers, link-workers and sometimes family or family friends in the lives of many of the young people. The relatively high number recognising the need for more education and the contrasting awareness of their lack of qualifications highlights the honesty with which the young people and their families sometimes spoke but also that despite many setbacks, many retained hopes for the future. The lack of or uncertain responses to question 1 reflect the numbers of young people in or beyond Y11 who were not engaged in regular education or training and also those who were ambivalent about the education and training offered. On a more positive note, the 70 'disagrees' for question 3, perhaps indicate an existing or nascent or maturing sense of responsibility, seen also in some interview data.

7.13 The young people with whom contact was lost.

7.13.1 **Numbers**. The whereabouts and status of 141 young people were established for months 23-24 through final interviews covering 132 young people, and, for a further 9 cases, information from LEA or other reliable contacts. This left 52 young people who had become lost to their local agencies and to the research team.

7.13.2 **Type of provision**. Type of placement for provision (new mainstream school, PRU, FE college etc) was not associated with whether contact was lost with a young person.

7.13.3 **Ethnicity**. Table 7.12 shows contact being lost with a far higher percentage of black young people than with white young people. When black Caribbean and 'other black' heritage are aggregated, 21/48 black young people (43.8%) became lost to the study compared to 21.2% of white young people. Asian pupils becoming lost sometimes links to young people going abroad for extended periods (A3, Pakistani male; G13, Indian male; K1, Bangladeshi male).

Table 7.12: Numbers of young people 'lost' by ethnic group

	Sub-sample size	Number 'lost'	% of sub-sample
White	104	22	21.2
Black Caribbean	35	15	42.9
'Other black'	13	6	46.2
Bangladeshi	11	3	27.3
Pakistani	11	1	9.1
Indian	2	2	100.0
Dual ethnicity	17	3	17.7

7.13.4 **Gender.** Contact was lost with 15 out of 37 girls (41%) compared to 37/156 boys (24%). Contact was lost with six of the seven black Caribbean girls.

Summary

7.14 Review of Chapter 7

7.14.1 **Destinations.** The destinations of 52 young people in months 23-24 after their exclusion could not be established. Of the remaining 141 young people:

- 24.1% were in FE; 12.1% in substantial employment; 10.6% in PRUs; 10.6% in mainstream schools and 27.7% had no involvement with education, training or employment.
- Nearly all the Y9 Young people were still under school leaving age two years after exclusion. Only 15 remaining on PRU rolls: some young people had moved on to FE. 20.8% of Y9s for whom data were available were in new mainstream schools (15/72). About a quarter of the Y9s for whom data existed were not in education or training and close to a quarter of Y9s had become 'lost'.
- Of 64 Y10 young people for whom data were available, a third were in FE college and about a quarter in employment or training linked to this.
- A few of Y11 young people were in employment or training linked to their job but contact had been lost with 7/23.

7.14.2 **Perceived effects of exclusion**.

- Of 129 young perople, 64 (50%) were reported as viewing their exclusion as damaging (lost educational opportunities, stigmatisation affecting job prospects etc) but 24/129 (19%) believed exclusion had a positive effect on their lives, sometimes increasing opportunities they wished for and were able to take advantage of. 41/129 (32%) had ambivalent feelings about their exclusion.
- There were no associations between special sub-groups (minority ethnic groups, looked-after children, young offenders and girls) and perceived effects of exclusion.

7.14.3 **Engagement with education, training or work 2 years post-exclusion.** The possible bias created by absence of data on 52 young people should be noted but

- A little over half of the young people for whom there were data were judged to be engaged (but this might include young people in low status jobs or studying basic courses not matching their potential);
- Irrespective of whether the first placement was pupil referral unit, further education college, mainstream school or alternative education programme, initial engagement was high but fell away in the two year period (but no causal link to exclusion is suggested).
- Up to a half of the young people for whom there were data were judged disengaged and sometimes refusing offers of provision made by their LEA and/or other agencies.
- It was more common for white boys to be disengaged or refusing provision than black Caribbean, 'dual ethnicity', Pakistani or Bangladeshi males. Of 7 black Caribbean girls, 6 became 'lost' and the seventh was disengaged two years post-exclusion.
- Young people who had received a greater number of fixed-term exclusions prior to their exclusion were more likely to be disengaged.

7.14.4 **Youth offending.**

- By months 23-24 post-exclusion, 55% of the young people on whom data were available, had definitely or were believed to have offended since their exclusion compared to 38.5% of the sample reported as offenders prior to their exclusion;
- Of high statistical significance was the finding that most of those who offended prior to exclusion continued offending after exclusion ('persisters'). Of those who had not offended before their exclusion, nearly one third were thought to have started after their exclusion ('starters').
- A higher proportion of white than black young people were offenders .
- Post-exclusion offending is associated with disengagement two years after exclusion. Despite this, many of the young people who were

reported to have offended post-exclusion were engaged in education, training or employment in months 23-24.

7.14.5 **Qualifications**.

- Very few of the young people sat a wide range of GCSEs. It was more common for English and Mathematics to be taken. One or more A-C grades were obtained by 17 out of the 91 young people (18.7%) for whom data were available.
- Those returning to mainstream schools were more likely to obtain GCSEs but GCSE examinations could be sat in PRUs.
- 54/91 (53.9%) young people obtained some kind of qualification/ national accreditation.
- In LEAs where PRUs offered GCSEs, obtaining qualifications seemed more a function of young persons' motivation and relationships with staff, than a function of the type of provision attended.
- Only 1 out of 10 'looked after' children obtained a GCSE Grade A-C; another (in an EBD school) obtained 7 GCSEs, grades D-G and 5/10 young people obtained no qualifications.
- White young people appeared to under-achieve rather than members of minority ethnic groups (but numbers in the minority ethnic groups were small and the over-representation of black young people amongst the 'lost' students should be noted- see Table 7.12).

7.14.6 **Employment**.

- Exclusion was sometimes seen as an obstacle to achieving employment. Of 74 young people on whom data were available, 46 (62%) young people excluded in Y10 or Y11 had experienced paid employment (full or part-time) after exclusion, although this experience could be limited. A minority achieved substantial part-time or full-time work and 'held down' their jobs, sometimes linking them to appropriate vocational training at FE college .
- Of the 57 young people having part-time or full-time employment, 37 (63%) drew on family or other contacts to get these jobs.

- Success in vocational training/work encouraged some young people to have wider ambitions.

7.14.7 **Other achievements**. Sport, adopting pro-social life-styles, improving behaviour at school, supporting family members through crisis and other items were cited. Many of the young people had no achievements that they or their parents could think of or wished to share.

7.14.8 **Support from different professionals.** It was common for the young people to have received help from careers officers, education welfare officers and re-integration teachers, often acting as link-workers. It was rare for young people to have received help from mental health workers, social workers or new government services such as Connexions or Youth Offender Team workers.

7.14.9 **Ambitions for the future**.

- Many had few ideas about the future. Of those who spoke on this subject, some looked ahead to well-paid jobs (particularly young people in PRUs or FE) or educational achievements (generally those in mainstream schools).
- Ongoing assistance from staff in new mainstream schools, PRUs , FE and alternative education programmes and input from pupil referral services' specialist staff (in particular link-workers) helped to widen some of the young people's self-belief and ambitions. Where this keyed into supportive family networks, the prospects for the young person improved further. There remained many of the young people who retained limited horizons, lacked self-belief: their marginalisation tended to increase, sometimes associated with increasing offending.

7.14.10 **Young people with whom contact lost**. Contact was lost with 27% of the original sample. The 'lost' cases contained proportionately more black pupils than white young people. Over 40% of the girls had become 'lost' compared to about a quarter of the boys.

Chapter 8: Implications for Policy and Practice

Introduction

8.1 **Overview.** In this final chapter the twelve research objectives are reviewed in the light of the relevant literature and data produced by this study. The research team was not commissioned to make firm recommendations but implications for policy and practice are educed. The service provider and client perspective are covered before comment on the 'special interest groups'. The penultimate section considers the crucial topic of young person attitudes and aspirations as a likely determinant of positive engagement two years after exclusion. The report ends with general concluding comment.

The Service Provider Perspective

8.2 **[RO1] The quality of exclusions data.** The Pupil Referral Services [PRS] of the ten local education authorities were aware that inefficient data systems, including exchange of relevant information, could hamper service delivery thereby impacting in a negative manner upon clients. Attempts were being made to improve the accuracy of data and the smoothness and speed of information flow between central LEA and parts of PRS; also between individual members of staff operating in the field (e.g. outreach teachers) and PRS managers. On occasion, there appeared room for improvement in both directions. Yet the success of PRS staff related more to his or her skills and degree of success in engaging the young person and family rather than to the regularity of contact or quality of information exchange with management.

The research team's progress was adversely affected because data supplied on a few of the young people was inaccurate or contained gaps in basic information. Central PRS could lack knowledge:

- of the progress of young people back in mainstream provision.
- of young people excluded from one of their LEA's schools (particularly in LEA B) but living in neighbouring boroughs and the responsibility of other LEAs once the exclusion had been confirmed.

Despite the above, there was no firm evidence that the quality of data or information exchange negatively impacted on the life-chances of particular young persons. This might have been the case for some of the 27% of young people with whom contact was lost but this can only be surmised.

8.3 [RO2] The time taken to secure alternative or new mainstream provision for young people following their permanent exclusions.

8.3.1 **Distinguishing LEA offer from take-up.** A distinction has to be drawn between LEAs carrying out their duties and responding to the advice of e.g. Circular 11/99 (DfEE, 1999b) by making an offer of a substantial placement as soon as possible and the young people availing themselves of that offer. Making offers seemed in many cases, to be reasonably quick in the LEAs where a range of services existed. As seen in Chapter 4 (para.4.11) the mean time to offer was 3.23 months with 66% receiving offers within 3 months of exclusion (i.e. from the Head's exclusion letter to the LEA) but 25% waited six months or longer. In LEAs E and G the waiting lists for their PRU and lack of alternative offers indicated LEAs having difficulties in meeting government requirements (DFE, 1994d and DfEE, 1999b).

8.3.2 **Appreciation of early offers but no link between time to offer and later engagement.** In keeping with earlier research and government guidance, the study's data do suggest that fast accession to substantial alternative provision was appreciated by many of the young people, particularly those who entered a new mainstream school. Some of the data suggested that long periods out of education made it more likely that the young person would slip into a more marginalised lifestyle, perhaps involving offending. Yet there was no significant association between time to offer of first substantial placement and engagement of the young people in education, training or employment two years after exclusion.

8.3.3 **The value of existing post-exclusion procedures.** The official procedures for discipline committee and independent appeal hearings commonly take two months and possibly slow down the securing of appropriate provision for the young people. As the sample for this study did not gain re-instatement, bias enters the research in relation to views of present post-exclusion procedures. Yet the clients' widespread dissatisfaction with the official procedures must be noted. Making the post-exclusion period more legalistic (following Harris et al., 1999), thereby possibly slowing down the achievement of satisfactory alternative placements, could damage the interests of more excludees than it would help.

8.3.4 **Time-out of education before take-up of first substantial placement**. The time-out of education, before a first substantial placement, was also influenced by other factors. Availability of alternative provision has been mentioned. If the family and young person want re-integration into another mainstream school then the lack of vacancies in the chosen school can be a factor or the resistance of that school to admitting pupils excluded from another school. The wider attitude of the family and sometimes that of the young person also influences the time spent out of education. Many cases were encountered where the clients declined an offer of a place at a PRU, or tried it briefly and rejected it or where the young person preferred to continue the life-style developed in the wake of exclusion (i.e. spending time at home and going out with friends). These factors help to explain why many young people were out of education for longer than two months, sometimes for over six months and on occasion for the rest of their school days.

8.4 [RO3] the range of provision and support for excluded pupils and the extent to which pupils can be placed in appropriate provision.

8.4.1 **Support for the young people.** It was reported in Chapter 4 that more than four out of five young people and their families received some support from pupil referral services before and after the discipline committee hearing and how some parents and some young people spoke of the practical support and assistance members of PRS had given to them at a difficult time. The valuable contribution made by link-workers (whether EWOs, Re-integration Teachers, or specialist workers from a range of other backgrounds - but usually youth or careers work) was stressed. The best practice occurred when such workers were attached to a young person in the immediate aftermath of exclusion, established a helpful relationship and continued to be a 'significant other' to the young person and his or her family until school leaving age was reached. The link-worker was there to support when difficulties occurred in the first and any subsequent placement. Effective practice was also indicated by workers being able to cut through demarcation lines between professions, able to call up effective assistance from careers, mental health service workers, psychologists, housing or whichever department was needed to assist. These link-workers could tie together the many unjoined strands in the young person's life. This role seemed particularly important given the complex social and emotional difficulties related not to school but often to disadvantaging home or local neighbourhood circumstances seen in qualitative data in Chapter 3. Other recent studies (e.g. Berridge et al., 2001) similarly stress the social disadvantage that often surrounds young people who are excluded. As the study ends, it is possible that personal advisers, employed by Connexions, are making an appreciable difference in terms of link-working. Similarly YOTs may be helping, although some 'teething problems' of both Connexions and YOTs were evidenced in this study, as were continuing difficulties in achieving effective inter-agency working in support of the young people, echoing other recent publications (e.g. Audit Commission, 2002).

8.4.2 **Support constrained by resources**. The degree of support offered to young people and their families related to available resources: some of the LEAs' pupils referral services seemed particularly short of staff, premises and secure funding. Some short-term and promising initiatives were financed by time-limited grants that made strategic development difficult.

8.4.3 **Range of provision.** The range of provision offered by the LEAs, or LEAs in partnership with other bodies, was similar and quite wide but it varied in quantity and balance. For example, there were long waiting lists for admissions to PRUs in two LEAs and alternative education programmes could consist of limited short courses and be difficult to access. Re-integration into mainstream schools was achieved to contrasting degrees in different LEAs (see next paragraph).

8.4.4 **Re-integration into mainstream schools**. In the light of Kinder et al.(2000), Parsons and Howlett (2000) and Berridge et al. (2001) it was to be expected that re-integration into mainstream schools would be difficult to achieve, and that some LEAs would be more successful than others (Parsons and Howlett, 2000). It was not an option when secondary schools were over-subscribed (as in LEA B) or sensible where mainstream schools were highly resistant to the admission of pupils excluded from other schools (examples in all LEAs). As reported, less than 20% of the Y9 young people went back to mainstream schools and a lower proportion of KS4 young people. 'Failure' rates (either further exclusion or disengagement) for the re-integrated were high. Yet examples were also seen of successful re-integration where challenging conditions were met. The receiving school :

- had an inclusive ethos;
- showed a flexibility that built on the young person's strengths;
- the young person actively wanted re-integration, was prepared for it (as advised by Brodie, 2000)
- and was willing and able to accept normal school rules and routines.

It helped if the YP was academically able or effective support was available from pastoral staff and SENs departments (working together in harmony). Continuing support also tended to be needed from link-workers or Re-integration Teachers. In LEA A, there were successful examples of Y10 young people returning to mainstream schools. In some LEAs, dual registration with a PRU was used for a period to gradually ease the young person back and allowing a safety net if the re-integration went awry. Achieving wider and more successful re-integration clearly relates to wider debates about making mainstream schooling more inclusive.

8.4.5 **Standards in PRUs**. The rapid expansion of numbers in PRUs reflects a clear and continuing need for their place in an array of services (Cole et al., 2002; Cole et al., in press,a). It is therefore important to achieve a uniformly high standard in terms of secure and adequate funding, physical sites, staffing, programme planning and delivery and making effective links to other agencies who can contribute to the well-being and further development of young people excluded or otherwise 'at risk'. This study revealed PRUs providing varying width and quality of curricula. Basic GCSEs must be deliverable in all sites for KS4 pupils but the delivery of these should not detract from each site's ability to tend to emotional and social needs nor to provide a range of less academic accreditation (e.g. Assessment and Qualification Authority certificates for units of achievement or Award Scheme Development and Accreditation Network awards).

8.4.6 **PRUs as long-term placements**. Using a period at a PRU as a 'stepping stone' to other provision does work in some instances as intended (DES, 1989a;

DFE, 1994d; DfEE, 1999b) but can be an unattainable ideal. There are unlikely to be quick solutions to the chronic difficulties that make this so (e.g. problems or lack of vacancies in local EBD schools; local schools resisting re-integration; lack of FE or AEP alternatives). From a more positive angle, much praise was heard from young people and their families for what was offered in some of the PRUs. Some young people, appreciating close supportive relationships, an 'intimate' informal atmosphere (cf mainstream schooling), the curriculum content and method of delivery, and sometimes the part-time hours, settled to the life-style in the PRU and re-engaged with education and training there. It should be recognised that placement in a PRU can be more than a holding or temporary re-orienting operation: PRUs can be positive and successful places for excluded and other young people where there are skilled and sufficient staff - even when housed in unsuitable premises.

8.4.7 **Further Education programmes** Data from this study, though limited, do suggest that these programmes benefit some excluded young people and that the development of such programmes should be encouraged. Courses were taking root in Colleges where there were sufficient key staff-members with inclusive attitudes. However, staff in specialist provision in FE tended to have lacked formal training and continued to meet with resistance from colleagues to the whole concept of disaffected Key Stage 4 pupils being educated and trained in FE.

8.4.8 **Alternative education programmes [AEPs].** Backing existing literature (e.g. DFE, 1995a; DfEE, 1997), these have a place for young people who clearly resist, often refuse or are unable to take advantage of more conventional, usually teacher-led approaches. AEPs offered by the LEA, or in partnership between PRS and voluntary bodies, can be effective and their development is to be encouraged through more secure funding. Worries about the quality of particular AEPs need monitoring and AEPs should be subject to appropriate inspection.

8.4.9 **Concerns about the future**. At the time of the study's field-work, some PRS worried about possible unintended consequences that might ensue from the government target for 'suitable full-time education' by September, 2002 (DfEE, 1999b) unless LEAs could make substantially more resources available to safeguard flexible one-to-one work addressing social and emotional needs. Future effectiveness was also felt by some staff to be threatened by poor physical sites, inappropriate location, lack of resourcing, and difficulties in employing suitable staff on long-term contracts.

8.4.10 **Matching placements to young people's needs/strengths**. The settling of different Young people into different types of provision clearly suggested that all LEAs and partner agencies should provide a wide range of differing types of provision. 'One-size-fits-all' provision, perhaps in the form of one large PRU, without access to FE, AEPs or ability to split the internalising emotionally vulnerable child from the 'acting out' young person, are not likely to produce flexible approaches. The latter are needed to allow for varying individual needs and to build upon necessary ongoing assessments of a young person's strengths.

8.5 **[RO4] the priorities within each site of provision/ service (e.g. educational rather than social).** RO4 has already been discussed in the section above. The various sites visited revealed differences in priorities even within ostensibly the same forms of provision. A PRU could be a young mother's unit or an all-purpose, all-age - range PRU moving from a stress on the social to an educational prioritisation. Different young people responded to different priorities: some appreciated provision that stressed conventional education while others responded to a more social-skills oriented site. Experiential and vocational learning motivated some young people while others were content to have the chance to catch up in basic skills (including English and Mathematics) leading to conventional national accreditation. The 'adult learning model' and more informal staff-student relationships of FE provision or on an AEP engaged some young people. A range of provision allows PRS to find a particular site, with its own nuances and variety in prioritisation to suit a particular individual at a particular time in his or her post-exclusion career. The need for flexible movement between sites before difficulties became entrenched was also indicated. However, a common priority, whatever the type of provision, was the need to provide adults to whom the young people could relate, in whom they could trust and whose advice the young people came to value and to follow.

8.6 **[RO5] The degree of openness of the senior staff in mainstream schools to admitting pupils permanently excluded from other schools.** The difficulties of achieving successful re-integration have been discussed. It is worth repeating that schools in LEA F had achieved a workable agreement by which all the secondary schools in the LEA (none of which were foundation schools) agreed to 'help each other out' by admitting pupils excluded from other schools. Where schools are highly resistant to re-integration there are no easy answers. Changing a school to the inclusive values required (see Daniels et al., 1998; Visser, Cole and Daniels, 2002) is a long-term project and the teacher view that 'difficult' pupils are better educated outside mainstream schools remains strong (e.g. Cole et al., 1999; Croll and Moses 2000). However, resourcing LEAs or schools directly to develop their pastoral provision from within their own resources or through external support can promote inclusivity. Possible ways forward are the development of effective integral Learning Support Units (see Hallam and Castle, 1999; Hamill and Boyd, 2000; DfES, 2002c; Sutton, 2002); assisting staff development through teacher support teams (Creese, Daniels and Norwich, 1997); or behaviour co-ordinator input in properly supported LEA schemes (Daniels and Williams, 2000; Cole, Visser and Daniels, 2000). Data from the study suggested mentoring by volunteers had a useful secondary role to play, sometimes in relation to same-ethnicity mentors supporting pupils from ethnic minorities.

The young person and family perspective

8.7 **[RO6] the degree of pupil and parental involvement in the post-exclusion processes.** The data suggest that the sample LEAs' pupil referral services recognise the importance of enlisting the support of both family and the young people in planning and implementing post-exclusion programmes. As was discussed in Chapter 5, only with the acquiescence and preferably the active endorsement of his or her post-exclusion programme by the young person is there likely to be successful engagement. The desire to engage has to come from within the young person. This can be made more likely with encouragement from the family or the skilful and committed link-worker or other staff in PRS, FE, AEP or mainstream school.

Involving the young person or parent soon after the exclusion is important but in the early stages this can be merely going through formalities associated with Re-instatement Meetings and considering whether to appeal. Involvement at that stage helps but can be hampered by further disappointments, for example, when parental requests for re-integration in already oversubscribed schools cannot be granted. Involvement can also have limited meaning at this stage as the data showed parents and young people not knowing what was being offered: their pre-conceptions of PRUs tended to be negative and acquired by hearsay from other parents or marginalised young people. Worries reported in earlier chapters about contamination and stigmatisation were sometimes well-founded.

Yet in time both the parents' and young people's appreciation of the new provision often came about through actual experience of the life-style there, and importantly the ongoing support offered by committed and skilled staff. A growing appreciation sometimes accompanied the ongoing involvement of the young person in target setting, programme delivery and monitoring.

Too optimistic a picture should not be offered: ongoing and active involvement of the young people did not guarantee continuous and increasing engagement as the careers of many young people showed (see Table D1, App. D).

8.8 [RO7] Academic and other qualifications achieved by the young people. Many of the excludees had some learning difficulties, had missed schooling or had complex social/home difficulties that had adversely affected their schooling. It was therefore to be expected that few would achieve many high grade GCSEs. The few who did return to and cope with a mainstream educational programme did tend to gain some GCSE passes and more than those attending PRUs, some of which still did not offer the option of sitting GCSEs. However, PRUs could take pupils through GCSEs and success seemed more linked to pupil motivation, degree of learning difficulties or prior underachievement and quality of relationships with staff than which site of provision they attended.

For many, achieving AQA certificates for units of achievement or ASDAN awards was a significant achievement. It had been facilitated by better relationships with staff who were able to encourage the young people to persevere with course work in a way that had not been possible in the context of a large mainstream class and unsatisfactory relationships.

Work experience or part-time employment sometimes built young person confidence, showing them that they could achieve in certain areas. Success in a practical area, such as carpentry, could be the spur to taking and succeeding in courses at FE leading to NVQ basic qualifications.

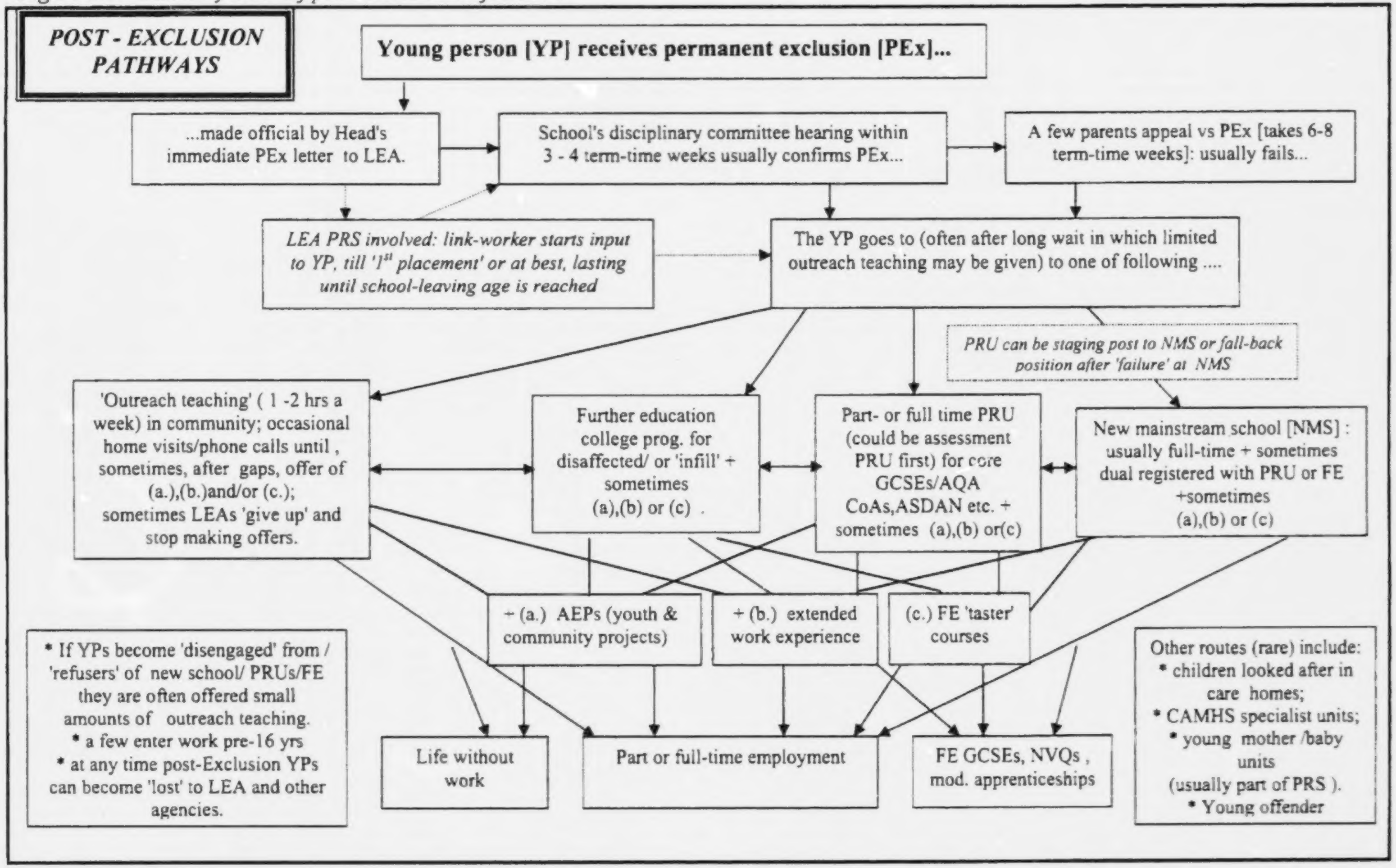
The pursuit of qualifications did link to engagement of young people two years after exclusion. Encouraging or requiring sites of alternative provision to make available a range of accredited courses on site or in partnership with other bodies is the correct policy - but should not reduce the possibilities for staff to devote essential time to addressing individual social and emotional needs.

8.9 [RO8] Social milestones and employment histories of the young people in relation to targets set.

8.9.1 **Employment.** This study indicates that exclusion is not necessarily a bar to making a success of employment. A few young people believed that exclusion helped them to escape from anti-social behaviour, peer groups and school systems that would have limited their career options. For many, achieving employment was related to family support and contacts ('social capital'): relatives persuading small employers to give the young person a chance. Those without this social network tended to have more limited horizons and were more likely to become disengaged. Employment usually took the form of practical work, often related to building and construction, sometimes linked to training in FE college and accreditation.

8.9.2 **Social milestones**. Measuring social milestones other than achievement of employment and their relevance proved difficult. With or without exclusion or post-exclusion interventions, the young people may have continued to follow their interest in sport or to help their families. Should young people talking proudly of their improved behaviour at their alternative provision be viewed as milestones achieved? Should an unmarried teenager having a baby and being a loving mother be viewed as an achievement? There was insufficient scope for the research team to probe in depth the relationship development, psychological well-being, improved communication skills and social awareness or other areas suggested by Kinder et al.(2000) as indicators of the effects of exclusion. Yet impressions were gained by

Figure 8.1: Summary chart of post-exclusion trajectories


POST - EXCLUSION PATHWAYS
Young person [YP] receives permanent exclusion [PEx]...
...made official by Head's immediate PEx letter to LEA.
School's disciplinary committee hearing within 3 - 4 term-time weeks usually confirms PEx...
A few parents appeal vs PEx [takes 6-8 term-time weeks]: usually fails...
LEA PRS involved: link-worker starts input to YP, till '1st placement' or at best, lasting until school-leaving age is reached
The YP goes to (often after long wait in which limited outreach teaching may be given) to one of following ....
PRU can be staging post to NMS or fall-back position after 'failure' at NMS
'Outreach teaching' (1 -2 hrs a week) in community; occasional home visits/phone calls until , sometimes, after gaps, offer of (a.),(b.)and/or (c.); sometimes LEAs 'give up' and stop making offers.
Further education college prog. for disaffected/ or 'infill' + sometimes (a),(b) or (c) .
Part- or full time PRU (could be assessment PRU first) for core GCSEs/AQA CoAs,ASDAN etc. + sometimes (a),(b) or(c)
New mainstream school [NMS] : usually full-time + sometimes dual registered with PRU or FE +sometimes (a),(b) or (c)
+ (a.) AEPs (youth & community projects)
+ (b.) extended work experience
(c.) FE 'taster' courses
* If YPs become 'disengaged' from / 'refusers' of new school/ PRUs/FE they are often offered small amounts of outreach teaching.
* a few enter work pre-16 yrs
* at any time post-Exclusion YPs can become 'lost' to LEA and other agencies.
Life without work
Part or full-time employment
FE GCSEs, NVQs , mod. apprenticeships
Other routes (rare) include:
* children looked after in care homes;
* CAMHS specialist units;
* young mother /baby units (usually part of PRS).
* Young offender

the research team: some well-presented young people seem to have matured and grown in confidence while others had perhaps shrinking horizons and lower self-esteem. How much these perceived changes related to the effects of exclusion and how much to the many other factors in their lives, it was not possible to determine.

The round of final interviews did ask young people and their parents to assess the effects of their exclusion and, as reported, 64 out of 129 young people (50%) saw it as damaging their life-chances, a third had ambivalent feelings about it and nearly a fifth believed it had had a positive effect on their lives. Sufficient data were forthcoming to suggest that many young people 'survive' exclusion. A normal existence including work and the capacity to enjoy a full social life, can take place following exclusion.

8.10 **[RO9] Pathways taken/trajectories followed.** By way of summary, Figure 8.1 is included. This re-emphasises that various pathways were followed, some leading to engagement and some not; and that the complexity of the data, in particular variation in local provision and varying young person needs, made comparisons difficult.

8.11 **[RO10] Levels of pre- and post-exclusion support from families, professionals and services.** Discussion of RO10 has already occurred under headings above. Those with ongoing support from families who had contacts and social capital tended to do better. The amount and quality of support from professionals varied: the role played by link-workers and other staff in PRS, careers or youth services could be crucial. While many of the young people had complex needs deserving input from a range of professions, intervention from social services, CAMHS and educational psychology was often small and inadequate, reflecting possible increasing 'underlapping' of services noted by Cumella, Williams and Sang (1996) and Daniels et al.(1998b).

8.12 **[RO11] The young people's personal opinions, attitudes, expectations and other individual factors relating to pre- and post-exclusion.** Much data showing the young people's opinions, attitudes and expectations have been cited in this report. Final comment on this crucial area is offered in the concluding section below.

8.13 **[RO12] Other relevant pre-and post-exclusion institutional factors identified in the interviews.** This report has commented, sometimes in detail, on various institutional factors (for example resourcing, physical sites, staffing, policy and practice affecting ethos) that has already fed into earlier paragraphs of this chapter.

8.14 **'Special interest' groups seen as at particular risk**.

8.14.1 **Minority ethnic groups**. The study focused on certain groups, identified in previous literature as particularly susceptible to marginalisation. Comment has been offered in the text on findings relating to minority ethnic groups. Allegations of conscious and unconscious racism in the excluding schools were heard on a few occasions from black pupils about white staff (but also from white pupils about Asian staff) and more general complaints from a few black families about the lack of discipline in English schools and society. However, no data were forthcoming about adverse discrimination in services received by young people of black Caribbean heritage after exclusion. They, in line with young people and parents from any ethnic heritage, praised or criticised particular services or individuals. The varied pathways and degrees of engagement after two years also revealed no discrimination. The over-representation of black pupils amongst those with whom contact was lost (15 from 35 for black Caribbean and 6 from 13 'black other' -see 7.13.3) is a finding meriting further study.

8.14.2 **Looked after children**. Predictably many of the small number of Young people 'looked after', given acute and chronic social disadvantage and lack of social capital, became disengaged, involved in offending and sometimes drugs, despite the best and continuing efforts of dedicated staff working with them. However, examples were also given of children looked after, taking to college life, desisting from offending and sometimes, perhaps crucially, returning to live at home when the parental situation had stabilised.

8.14.3 **Youth offenders**. Difficulties in probing this area have been described and data could not be as robust as would have been liked. Yet various findings on youth offending have been reported. Offending was associated with disengagement from services two years after exclusion. Some young people, despite their offending (probably of a casual and relatively minor nature) were judged to be engaged with education, training and employment two years post-exclusion. Figures were given on the most common group, the 'persisters' (offending before and after exclusion - see Berridge et al., 2001); 'starters' (offending starting post-exclusion and sometimes linked by parents and staff interviewees to the life-style often involving much aimless 'hanging out' following exclusion). However, firm links between starting offending and being excluded could not be made from the data: exact facts were difficult to establish and other important variables were in play. Nor could the post-exclusion interventions be firmly linked to explaining the 'desisters' who stopped offending after exclusion. It seems likely that PRS were influential in showing the young people alternative pro-social pathways but other factors were probably involved: for instance, young people often 'grow out' of offending (Rutter et al., 1998).

8.14.4 **Seriously disengaged Young people 'lost' to the LEAs and other agencies**. Through 'detective work', including 'cold calling' at the last-known addresses of some of the young people and their families, many detailed interviews took place with young people, who to other studies, would probably have been described as 'lost'. These interviews rarely revealed a positive picture of engagement with education, training or work. More usually, they showed young people with limited horizons, lack of self-belief, involvement with offending and a lack of social capital. Often, these young people had been hard to track because they had refused or had become seriously disengaged or excluded from post-Exclusion services. It is difficult to make recommendations that might lead to improvements other than the more widespread use of active link-workers or Personal Advisers, able to make regular home visits and a continuing commitment. That could be the function of a generously resourced social services system, which can carry out the preventative or early intervention tasks outlined in the Children Act (1989).

The Central Issues

8.15 **Influencing young people's attitudes and aspirations.** It is difficult and perhaps counter productive to force resistant young people down routes prescribed by professionals often perceived as representing authority and a type of schooling the young people have been in conflict with. Policy and practice have to respond to the client perspective, taking into account:

- what motivates the young person at present;
- what the young person *believes* s/he is capable of achieving at present;
- what the young person might be motivated by in the future;
- what the young person *believes* s/he can achieve in the future.

There were marked contrasts between the young people in these respects. Some had engrained low self-esteem and limited horizons, believing the direction of their lives was outside their control. Some of the latter were also locked into cycles of anti-social behaviour patterns both at school and in their home community and had difficulty envisioning a life beyond their present very localised circumstances. In contrast, were those apparently confident young people, who had 'bought back into' education, training and employment and who were articulate in describing their future ambitions. Parents and young people would sometimes report progress from their acceptance of a marginalised life-style towards seeing an alternative and brighter, pro-social future.

This progress would in many instances be linked to the contributions made by staff from different professional backgrounds and operating in different sites. Whether these staff worked in mainstream schools, PRUs, FE or on AEPs seemed relatively unimportant. What mattered more were the degrees of skill and commitment shown by staff in any site of provision. Where these degrees were high, then there was a chance that the young people's views of self, their levels of self-esteem, their willingness to engage in activities leading to accreditation, their courage in trying new tasks that might result in failure, could be altered for the better. The young people's imagination and self-belief could be extended. 'Small-step' learning gave them experience of success and tended to promote the desire for further slightly more advanced studying or vocational training. Where the young person received active support from family members with contacts and a stake in society then their chances of altered life-styles and achievement improved considerably. Occasionally professionals from social services or CAMHS would give practical assistance. Policy and practice therefore need to promote a variety of ways of working by staff, matching provision to an ongoing review of the young person's needs but building upon his or her strengths. This can help young people to break into their sometimes engrained negative patterns of behaviour or undue expectancy of failure.

This tends to be achieved by the strength of the relationship and a growing respect between young person and pastoral teacher in mainstream school, link-worker, Re-integration Teacher, personal advisor, worker on AEP or whoever becomes a 'significant other' to the young person. The point is reached where when this key adult says to the young person: 'It will be in your interest to try to reach this target, even though this will be a challenge and might bore you' the young person accepts the adult's advice. There were instances where the young person suggested the target ahead of the link-worker, a sign that progress had been made and that the young person had achieved a positive 'can do' attitude.

Conclusion

8.16 **Review of the methodology.** The post-exclusion trajectories of the young people have been tracked over a two year period from the point of exclusion and the outcomes for over 70% of the sample described. What happened to different groups of children (e.g. those returning to mainstream education and those who did not) have been compared. The varied institutional and individual factors, which have an impact upon those outcomes, have been described and discussed. The constraints on the research team, working in a highly complex area, have also been described. Quantitative data have been presented in deliberately cautious terms, addressing the research objectives. The figures have been amplified and, insights given by a wide range of qualitative data emanating from some hundreds of formal interviews and informal ongoing contacts with service providers and clients of services in the ten LEAs and other agencies. In addition, evidence has been drawn from documentary analysis and observations during visits to sites of provision.

8.17 **Endnote**. The findings have at many times been disturbing. Young people and their families have been reported who have endured traumatic life events or who have become locked into worrying and harmful life-styles. There seemed little prospect of some of the young people seriously re-engaging with education or employment. These young people have presented and continue to present perhaps impossible hurdles for the very best pupil referral services to overcome. Understandably, there were occasions when LEAs with scant resources perhaps tacitly concluded that efforts to help some young people would be wasted and that their services' efforts were better directed at recipients more likely to respond positively. On the other hand, about half of the sample was found to be engaged in education, training or employment two years after exclusion. The loose definition attached to the word 'engaged' was admitted: the jobs or achievements were not necessarily signs of great success or commensurate with the young people's potential. Yet it would appear that these young people had at least 'survived' their exclusion, and perhaps more importantly, the years of deteriorating relationships and increasing problems in their schools ahead of their permanent exclusion.

Appendix A: Permanent Exclusion from School: a Review of Relevant Literature

A1. Introduction.

A1.1 **Overview**. This selection from a wide relevant literature concentrates on major government guidance, research studies and other reports since the government's 'Pupils with Problems' circulars (DFE, 1994 a, b, c, d, e).

A2. Background and Key Issues

A2.1. **Reasons for exclusions.** The most common recorded reason for a permanent exclusion from school is physical or verbal violence, followed by disruption and other misconduct (Hayden and Dunne, 2001; Harris et al., 2000; OFSTED, 1996; SEU, 1998b). Frequently, there is more than one reason for the exclusion. Attwood, Croll and Hamilton (2002) have drawn attention to the fact that 'poor relationships' permeate children's problems at school prior to exclusion. Hayden and Dunne (2001) found that parents believed that personality clashes with particular teachers was an underlying reason in 60% of their sample of 80 families. 78% of this group of parents also believed that major underlying reasons were:

- schools concerned about its public image or position on examination or other league tables;
- schools needing a scapegoat;
- other parents complaining about their child.

The parents also believed that part of the reason that some of their children were excluded was as much because they, the parents, were seen as 'troublemakers' and critical of the school; or because acute difficulties at home were spilling over into the child's behaviour at school. Vulliamy and Webb (2001) suggest that data can be manipulated or misrepresented by schools, noting discrepancies between the actual reason(s) for exclusion and the recorded reason(s) for exclusion. Terminology remains a problem in defining violent and non-violent acts and Elton's (DES, 1989a) picture of teachers being 'ground down' rather than 'beaten up' still seems accurate.

A2.2 **Circular 10/94: 'Exclusions From School' (DFE, 1994c)**. This Circular was to be superseded by Circulars 10/99 and 11/99 (DfEE, 1999a and b) but was current at the start of the period covered by the present research study. It followed the 1993

Education Act's abolition of 'indefinite' exclusion leaving the two other categories brought in by the 1986 Education (No 2) Act: 'fixed-term' and 'permanent' exclusions. It stressed that exclusions (particularly permanent exclusions) should be used sparingly and as a last resort, after alternative approaches had been tried, including identifying a child's special educational needs. Guidance is given on the appropriateness of exclusion as a sanction: headteachers should consider various factors including the age of the pupil; his or her previous record; particular relevant circumstances; frequency and severity of behaviour precipitating exclusion; and whether other agencies should or had been involved (e.g. educational psychological services/EPS and educational welfare services/EWS). A timetable for action is included to try to ensure that 'the time which children spend out of school is kept to a minimum' (DFE, 1994c, p.14). If an excluded child is looked after, the local authority must be informed (this is the social services department as the LEA has to be informed anyway). Parents must be informed with sufficient explanation given for the decision to exclude and told of their rights to make written and oral representation to the governing body and the LEA and of their right to appeal if the exclusion is confirmed by a school's governing body (which must meet to discuss an exclusion within twenty school days). LEAs had the power to re-instate excluded pupils. A pupil's name remains on a school's roll until the appeals procedure is completed or until the time allowed for appeals has expired. Appeals procedures had been set out in Schedule 3 of the 1986 Education (No 2) Act.

A2.3 **Trends in numbers of exclusions**. The number of recorded permanent exclusions quadrupled from 2,900 in 1990/91 to a peak of 12,665 in 1996/97, with small reductions year on year during the period 1997-2000 (DfEE 1999c, Harris et al 2000). However, there were 9,135 recorded permanent exclusions from primary, secondary and special schools during 2000/01 (DfES 2002b). This represents a 10 per cent increase on the previous year but is still significantly less than the figures for 1996-97. The relative increase in exclusions during 2000/01 contains a disproportionate increase in exclusions from primary schools.

A2.4 **Unofficial exclusions**. The reduction in recorded permanent exclusions during 1997-2000 may be explained by a number of heads resorting to 'grey' exclusions in an attempt to avoid financial penalties and to meet ambitious national targets. These may include 'managed transfers', which fall outside official recording systems (Munn, Lloyd & Cullen 2000; Osler, Watling, Busher, Cole and White 2001). A problem of 'unofficial' exclusions pointed out by Vulliamy and Webb (2001) is that schools wishing to preserve their image persuade parents to transfer their child to another school in lieu of a threatened exclusion. This means under-subscribed schools have to accommodate a disproportionate number of 'challenging' pupils. Also, LGA (2002) and Vulliamy and Webb (2001) have indicated that a detailed analysis of fixed-term and permanent exclusions and the inter-relationships between the two is required.

A2.5 **Equality issues**.

A2.5.1 **Gender and special educational needs**. Of concern is the fact that the excluded population contains a number of inequalities. About 80% of those excluded are male (OFSTED 1996; SEU,1998b; Hayden and Dunne, 2001; DfES 2002a). There is an over representation of children with statements of special educational need (DfEE 1999a, Osler et al. 2001).

A2.5.2 **Minority ethnic group pupils**. Statistics show that black pupils, especially of Caribbean heritage, are disproportionately permanently excluded (Grant and Brooks, 1998; Audit Commission, 1996; DfEE ,1999a; Harris et al., 2000; Osler and Hill ,1999; SEU, 1998b; Thornton, 1999; Osler at al., 2001). Kinder et al.(2000) found a worrying rise in the number of Bangladeshi children being permanently excluded. Several authors have attempted to explain the over representation through racism, both individual and 'institutional'. Whether a significant proportion of teachers are racist is unknown. Blair (2001), however, presents evidence that groups of black pupils believe *some* teachers to be racist. Many of these arguments draw attention to cultural differences, such as mistaken interpretations of black pupils' body language, dress and personality traits by white teachers (Blyth and Milner, 1996; Gillborn, 1999; Klein, 1999; Majors, Gillborn and Sewell, 1998; Osler and Hill, 1999; Sewell, 1997); teacher resistance by black pupils (Wright, Weekes and McGlaughlin, 2000) and negative racial stereotyping of black pupils (OFSTED, 1996; Blyth and Milner, 1996, Gillborn, 1999; Klein, 1999; Majors, Gillborn and Sewell, 1998; Osler and Hill, 1999; Sewell, 1997). These factors possibly link to many pupils from some minority ethnic groups perceiving difficulties with their teachers (Sewell, 1997; Wright, Weekes and McLaughlin, 2000).

A2.5.3 **Children who are 'Looked After'**. Children who are 'looked after' (described until the 1989 Children Act as 'being in care') are also over-represented in exclusion figures (SSI/OFSTED, 1995; Brodie, 2000). Circular 13/94, 'The Education of Children Being Looked After by Local Authorities' outlined the vulnerability of such children. Its key aim was 'to help to promote effective working partnerships between education and social service agencies to ensure that care authorities act as good parents to ensure that children's needs are met' (DFE, 1994e, p.1). This circular did not discuss the particular needs of looked after children and young people excluded from schools but talked of 'the turbulent educational background which some children being looked after experience' (DFE, 1994e, p.13) and implied links with disaffection and behaviours likely to result in exclusion. The SSI/OFSTED Report on Children 'looked after' by local authorities (SSI/OFSTED 1995) further focused on the marginalisation of these children. It found that in four local authorities, 9.6% of children 'looked after' by the local authority had statements for EBD and some 30% had some special educational needs; they often truanted and tended to be over-represented in exclusion figures. Services provided for them by government agencies tended to lack co-ordination between social services departments (SSDs) and LEAs. Further advice on the more general education of children looked after is offered by DfEE (2000b).

A2.6 **Counteracting multiple risk factors.** Much has been made of the need to help pupils with multiplicative risk factors unrelated to school (Advisory Centre for Education, 2000; Clarke and Clarke, 2000; Evans, 1995; Firth and Horrocks, 1996; Harris et al., 2000; Hayden, 2002; Jackson and Martin, 1998; OECD, 1995). Protective factors, which are tentatively associated with reducing the risk of permanent exclusion, include:

- access to supportive social networks (Evans, 1995; Garmarnikow and Green, 1999; Hayton, 1999);
- learning to read at an early age (Jackson and Martin , 1998);

- 'resilience' nurtured by a network of affectionate relationships (Clarke and Clarke, 2000, MHF, 1999);
- having a pro-social peer group (Clarke et al, 2000);
- developing an internal locus of control (Hayden, 2002; Jackson and Martin, 1998; Ratcliffe, 1999).

A3 Related policy, practice and research

A3.1. **'Pupils with Problems' (Circulars 8/94 and 9/94).** Government Circular 8/94 (DFE, 1994a) and Circular 9/94 (DFE, 1994b) incorporated many themes from the Elton Report blended with advice received from HMI (e.g. DES, 1989b). Central messages included:

- Improving school 'ethos' and whole-school approaches help to lessen disaffection and hence the need for alternative provision and exclusions;
- personal and social education/ emotional development 'must continue to be a central concern for mainstream education' (DFE, 1994b, p.10);
- Expert teaching and skilled behaviour management also lessen disaffection and disruption;
- Moving towards the inclusion of all children in mainstream schools should be pursued (in line with the demands of the 1981 Education Act), yet a range of provision from in-school support to residential schools is needed to address the diverse needs of children experiencing EBD;
- A collaborative style of working with pupils, allowing them to contribute to their programmes of work or behaviour management can help to foster feelings of self-worth;
- Working closely with the parents of pupils experiencing EBD or deemed 'disaffected' was desirable and could be beneficial;
- Establishing closer ties and working practices with other agencies is necessary.

The Green Paper (DfEE, 1997), subsequent Programme of Action (DfEE, 1998b) and Circular 10/99 (DfEE, 1999a) endorsed these points (see below).

A3.2 The OFSTED report on Exclusions (1995/6) linked to other studies.

A3.2.1 **General.** Although the OFSTED report (OFSTED, 1996) was addressing pre-exclusion factors and the exclusion processes, much of the advice given in this report is relevant to easing the re-inclusion of pupils permanently excluded and is therefore relevant to the present study. This section relates its content to similar findings in contemporary literature.

A3.2.2 **School pastoral systems.** OFSTED (1996) re-iterated many of the messages of the Elton Report (DES, 1989a). Challenging behaviour and exclusions can be minimised through effective behaviour policies, suitable reward and punishment systems and good pastoral support. Teachers need better training in behaviour management (see also DfEE, 1997). Schools were also encouraged to involve pupils themselves in fostering and setting high standards of behaviour. The report noted LEAs' reduced scope for effecting desired change in schools following the introduction of local management of schools but urged them to try e.g. through careful monitoring of rates of fixed-term and permanent exclusion, particularly for children looked after. Case-studies were offered that reported strategies used to prevent the permanent exclusion of children who had experienced fixed-term exclusion.

A3.2.3 **Curriculum modification and individualisation.** Changing content and method of delivery of curriculum have been seen as a means of reducing exclusions (OFSTED, 1996; Daniels et al., 1998). However, OFSTED noted that only about a quarter of secondary schools had good systems for modifying the curriculum or for varying either its organisation or the grouping of pupils for children in difficulty. By contrast, a third made no concessions when pupils presented behavioural problems, providing no opportunities, for example, for pupils to change sets to resolve personality clashes with other pupils or with teachers. In a few schools, generally the low excluding ones, arrangements could be made to drop one or two subjects in order to take a vocational option or to receive additional support (OFSTED, 1996, para.54). Advice reflecting the above fed into DfEE (1997) and later government policy on reforming KS4 curriculum. Kinder et al.(2000) and DfEE (2001) gave a positive account of work-related learning schemes matched to individual strengths and preferences, instigated after the disapplication of National Curriculum subjects. Noting that difficult behaviour may relate to unrecognised or poorly addressed special educational needs (e.g. low literacy levels) was important (see also Hayden and Dunne, 2001; Berridge et al., 2001).

A3.2.4 **Inter-agency support needed**. Critical comment was made of inter-agency support: 'Too often LEAs and social and health services are unable to provide the co-ordinated support these children require. This has been known to be the case for many years, yet the action taken has not proved sufficient to rectify the situation.' (OFSTED, 1996, para.24). Approaches to lessen exclusion should include more effective involvement of educational psychologists, CAMHS, counselling from EWOs and behaviour support teachers;

A3.3 **The Green Paper (1997) 'Excellence for all Children'.** DfEE (1997) repeated the Elton Report's (DES, 1989a) and Circular 8/94's (DFE, 1994a) call for effective behaviour policies in schools and LEAs. It included a 'good practice' vignette of a school pastoral system involving peer mediation (Sellman, 2002) and mentoring linking to the LEA's behaviour support service to prevent exclusions. While strongly backing the notion of the 'entitlement curriculum', it saw the need for 'fresh approaches in the secondary years' (DfEE, 1997, p.79). There should be closer links between specialist staff in Pupil Referral Units (PRUs) and mainstream schools. For a minority of senior pupils experiencing EBD and those at risk of exclusion the national curriculum needed further revision. It cited the 'Cities in Schools' (later 'Excellence in Cities') 'Bridge' courses as examples of good practice. Pupils on these courses divided their time between developing their basic literacy and numeracy skills at FE college, extended work experience and a day a week devoted to group or personal tutorials and constructive leisure activities. It saw this type of approach as successful in re-engaging young people and encouraging them to move onto higher education. The Green Paper (DfEE, 1997) also saw a continuing need for special residential provision for a few pupils.

A3.4 **DfEE Programme of Action** (1998). Advice from the Green Paper (DfEE, 1997) was taken forward by the 'Programme of Action' for special educational needs (DfEE, 1998b). This stressed that for a few pupils, particularly those experiencing EBD, alternative provision still had a place. It recognised teachers' real concerns about the challenges presented by children experiencing EBD and insisted that 'our approach will be practical, not dogmatic, and will put the needs of individual children first' (DfEE, 1998b, para. 3.2, p.13). Special schools 'will continue to play a vital role' but should be closely linked to mainstream schools (DfEE, 1998b, para.3.5, p.13). For children with EBD there needed to be 'a range of appropriate provision, including effective PRUs and high quality special schools. There should be imaginative approaches to the curriculum, particularly in years 10 and 11', which involved further education colleges and voluntary bodies: 'These alternative approaches can encourage and motivate young people who are disaffected and help them to understand the relevance of school to future work and learning' (DfEE, 1998b, p.17). Agreeing with Cole et al.(1998) and HMI (OFSTED, 1999) it noted that 'many excellent special schools which provide good teaching and support …are valued by parents and pupils' (DfEE, 1998b, para.3.11).

A3.5 **Social Exclusion Unit (SEU).** 'Truancy and School Exclusion' Report (SEU, 1998b). This report set the government's target of reducing the overall number of permanent exclusions by one third by 2002 and said that the government would publish data on each secondary school's performance on exclusions. The report drew attention to the disproportionate representation of the population excluded from school (see 2.5.2). SEU (1998b) noted varying exclusion rates from schools serving similar catchment areas: 'Some schools are so anxious to avoid exclusion that they incur some danger to themselves as institutions, to staff and pupils. Others are only too ready to exclude. A few are irresponsibly profligate in the use made of exclusion, devaluing it as a sanction' (SEU, 1998b, p.2). The Report alludes to the reasons for increased exclusions including:

- poor acquisition of basic skills;
- limited pupil aspirations ;
- social and family risk factors;
- poor pupil relationships with teachers;
- pressures on schools to increase academic standards;
- publication of school performance tables;
- inappropriate curricula for those who have 'fallen behind' in class;
- lack of training for teachers in handling behaviour difficulties.

The Report's advice on minimising the need for exclusion reflects suggestions made in the Elton Report (DES, 1989a) and Circular 8/94 (DFE, 1994a). As alternatives to full-time exclusion, 'internal exclusion' and 'dual registration' were mooted. For the excluded pupil they recommended:

- a 'very clear learning plan' overseen by a named worker;
- rigorous enforcement of attendance at PRUs;
- clear plans either for re-inclusion or, if this is not possible, for long-term alternatives;
- a flexible curriculum and/ or vocational training linked to work experience and further education for some older children;
- learning mentors.

Examples of the success of mentoring schemes for African-Caribbean pupils were given. For looked after children the approach of Hampshire Social Services Department was commended: a specialist service involving nine qualified workers was dedicated to securing effective education for these children.

A3.6 **Circular 1/98: Behaviour Support Plans (BSPs).** Circular 1/98 (DfEE, 1998a) is an important part of the government's long-term concern to improve the quality of provision for children experiencing EBD, to cut the number of exclusions and to increase school and wider social inclusion. BSPs were to:

> 'ensure that LEAs have coherent, comprehensive and well-understood local arrangements for tackling pupil behaviour and discipline problems that cover the full range of needs.' (DfEE, 1998a, para.4, p.4).

Curriculum provision was seen as important but with entitlement to the national curriculum perhaps 'down-played':

> 'Pupils with behavioural difficulties should be given access to as balanced and broadly based curriculum as possible, and where possible the full national curriculum…For pupils of Key Stage 4 and above, there might be arrangements to provide a combination of work experience and college courses, similar to the bridge courses offered in some areas' (DfEE, 1998a, para. 58, p.20).

An assessment of the cost effectiveness of the various forms of provision was also expected (see also Cole, Visser and Daniels, 1999).

A3.7 DfEE Social inclusion Circulars 10/99 and 11/99

A3.7.1 **General**. These government circulars replaced Circulars 8/94, 10/94 and 11/94. Circular 10/99 explains the law and describes good practice in relation to managing behaviour, reducing disaffection, keeping attendance registers, using school detentions, re-integrating excluded pupils, helping early intervention through multi-agency working and partnerships with parents. Examples are offered of good practice (e.g. multi-disciplinary teams in Hartlepool; the Zaccheus Pre-exclusions Centre; the Long Eaton In-School Centre). Much of the content has relevance for LEAs and schools trying to make a success of pupils re-integrated after a period of permanent exclusion.

A3.7.2 **'Key principles' (DfEE 1999a).** The preface to Circular 10/99 identified key principles or 'good practice' (DfEE, 1999a, p. 7), upon which schools should draw. These principles repeat or develop advice offered by the Elton Report (DES, 1989a) and Circular 8/94 (DFE, 1994a) for developing school cultures in which behaviour is managed skilfully. The principles that may have relevance for the prevention of permanent exclusions and the re-inclusion of excludees are:

- promoting early intervention where there is poor behaviour;
- promoting the recognition and reward of good behaviour using approaches favoured by DfEE ('Circle Time'; 'Assertive Discipline' and 'Circle of Friends' are mentioned);
- fostering effective links with parents;
- involving pupils in contributing to their own and their school's behaviour management;
- making a commitment to equal opportunities;
- recognising that behaviour difficulties may be explained by literacy or numeracy difficulties;
- providing 'study support', for example through homework clubs or thinking workshops.

A3.7.3 **Pastoral Support Programmes (PSPs).** Paragraphs 5.1 to 5.7 of Circular 10/99 (DfEE, 1999a) focus on PSPs. These should be drawn up for pupils who do not respond to usual school action to combat disruption and/or disaffection. These may be at risk of permanent exclusion or criminal activity or are likely to 'drop out' of school altogether. There should be a nominated member of staff to oversee each pupil's PSP, these:

- should be short and practical with their administration kept to a minimum;
- should not replace assessment of special educational needs (SEN)/ Individual Education Plans (IEPs): where a child has an IEP, this should be expanded to include behavioural PSP type aims;
- should be agreed with parents;
- should, as appropriate, involve social services, housing, voluntary agencies, careers, ethnic minority community group representatives.

In drawing up PSPs, there should be a review of the pupil's learning difficulties, particularly his/her literacy skills. Further consideration should be given to:

- disapplying the national curriculum to allow time for specific learning activities;
- changing the child's teaching set or class;
- considering jointly registering the child with a PRU with the aim of fostering full re-integration;
- a 'managed move' to another school' to allow a fresh start, with the opportunity to develop new relationships which could have 'a positive impact on a child's progress' (p.28). According to Munn, Lloyd and Cullen (2000), this has become an increasingly common and 'unofficial' procedure (and unacceptable to LGA, 2002).
- whether the pupil needs support for bereavement, drugs or alcohol dependency;
- placing a child in an on-site 'Learning Support Unit'.

PSPs should set targets broken down into fortnightly tasks, identify rewards and sanctions. Time-limits for the operation of the PSP should be considered. This could be sixteen weeks with a review half-way through this period. It would seem sensible for individual behaviour plans for excluded pupils re-admitted to a mainstream school or admitted to a special school or PRU to abide by some or all of this advice.

A3.7.4 **Learning Support Units [LSUs]) (also called In-school Centres).** DfEE (1999a), DfES (2002c) and other recent English and Scottish documents support the development of Learning Support Units (Hallam and Castle, 1999; Hamill and

Boyd, 2000; Munn, Lloyd and Cullen, 2000). This literature indicates that LSUs play a useful role in cutting exclusions if certain conditions are met. The units:

- must have the active support of senior staff who facilitate their running through practical steps (e.g. arranging flexible timetabling);
- must be operated by skilled staff (teachers and special support assistants);
- should offer a mixture of withdrawal of pupils from classes in which there are difficulties while maximising and increasing the attendance of pupils in classes taken by teachers with whom they have a reasonable or good relationship and in subjects in which they do well;
- should offer more than the national curriculum, concentrating on social skills and building pupil self-esteem;
- should have assured long-term funding to allow them to 'bed down'.

The units should be part of the main school, both physically and through staffing arrangements. Close links should exist with the special educational needs department without the LSU being seen by staff or other pupils as a part of the SEN provision (to avoid stigma). Finally, effective LSUs tend to have regular input from LEA support staff (behaviour support teachers, education welfare officers and educational psychologists). Sutton's (2002) recent study suggests that some LSUs fail to reach these necessary standards.

A3.8 **Government advice after Circular 10/99.** Later government advice re-iterated policies (DfEE, 2000) but exclusion appeal panels were advised not to reinstate pupils permanently excluded for:

- serious actual or threatened violence against another pupil or member of staff;
- sexual abuse;
- presenting a significant risk to health and safety of other pupils by selling illegal drugs;
- persistent and malicious disruptive behaviour including open defiance or refusal to conform with agreed school policies on, for example, discipline or dress code.

A3.9 **Families/socio-economic factors.** OFSTED (1996) had noted that 'the children of families under financial or emotional stress are more likely to engage in behaviour leading to exclusion, as are pupils with low levels of literacy' (OFSTED, 1996, para.15). Berridge et al. (2001) talk of the 'pervasive' social disadvantage in the lives of the 343 young people permanently excluded that they studied. They found sexual abuse, frequent shifts of home, parental violence, bereavement and homelessness were common in their sample (see also Hayden and Dunne, 2001). However, no link was seen with the socio-economic status of a school's catchment area: some schools serving difficult areas minimised exclusions.

A3.10 **Responding to pupil and family views on exclusions**. OFSTED (1996) had stressed the need to work closely with parents. This was also emphasised in Hayden and Dunne's (2001) study of 80 families of excluded children. They stressed the need to build bridges with families who were often alienated and suspicious of their child's school. The parents believed that there were underlying reasons for exclusion, sometimes at odds with the official reasons given. This study and Kinder et al. (2000) are unusual in that they took pupils' and family views on exclusion into account. Studies of the family view (e.g. Blair, 2001) were sometimes not sponsored to triangulate interviews with pupils and parents with those of others, including staff members, to gauge accuracy and compare multiple perspectives. However, individual viewpoints can be illuminating. Blair (2001) found that some 'bad' behaviour in the classroom can be explained by unidentified special educational needs when the pupil's and/or parent's account is considered (see also Daniels et al., 1998). When pupil voices are heard, they commonly refer to a breakdown in teacher-pupil relationships. The need for positive relationships with their teachers is a frequent opinion of many pupils (Blair, 2001; Pomeroy, 2000; Hayden and Dunne, 2001). It is also stressed in many professionals' work. Pupils need to feel valued, trusted and given responsibility alongside receiving sensitive approaches to teaching/discipline (Blyth and Milner, 1996; Daniels et al., 1998a; de Pear and Garner, 1996). Klein (1999) describes an American case study where public humiliation of any sort is avoided. For example, corrections to work are provided in private or by computer feedback.

A3.11 **Links with Further Education and 'alternative programmes'.** Exclusion can be seen as symptomatic of a broader problem: disaffection with schooling and its curriculum. This is a particular problem amongst male pupils towards the end of their compulsory schooling, for whom education has become challenging, irrelevant and/or inconsequential (Hodgson, 1999). One response has been a recent interest in the development of partnerships between schools and colleges of further education to provide an expanded curriculum (DfEE, 1997). Interventions designed to create challenging but less alienating schools in the United States (Klein, 1999) are also of interest here. Some of these schools have used radical measures: at one high school, the timetable, work rate and success criteria were defined in collaboration with the students. Examples of breaking down large institutions into smaller 'family' groups were discussed in terms of the use of trained tutors (Klein, 1999) or form buddies (Sellman, 2000). To offer non-academic approaches for disaffected pupils, the Grants for Education Support and Training (GEST) scheme allocated government funding to a variety of programmes. Some of these were described by the Learmonth Report (DFE, 1995a). This report offered evidence for:

- the need to develop pastoral support for 'at risk' pupils;
- the value of alternative curricula including vehicle maintenance, outdoor pursuits, work experience and 'bridge courses' linked to further education.

It marked a growing recognition that aspects of the national curriculum, as constituted at that time, were failing to appeal to large sections of secondary school populations.

A3.12. **Mental health needs**. The relevance of the quality of child and adolescent mental health services (CAMHS) to exclusions was suggested by Cole and Visser (2000). Their data suggested 50% of the pupils attending two LEAs' PRUs and 'tutorial centres' had received interventions from CAMHS. Further evidence in Cole et al. (1999) also pointed to links between some pupils' neglected mental health needs and disaffection (see also Cole et al., 2002). Taking forward the research of Kurtz, Thornes and Wolkind (1995) the government-sponsored Health Advisory Service (HAS) report 'Together We Stand' (HAS, 1995) proposed a re-structuring of the nation's often inadequate child and adolescent mental health services (CAMHS). HAS stressed that Directors of Education should view mental health as a 'significant responsibility' (HAS, 1995, p.9). Two chapters were devoted to joint commissioning. It noted that at a time when increased inter-agency working was being pushed by government, there was actually more movement in the opposite direction:

> 'Increasingly, the services visited also reported separation of professionals employed by local authorities and those employed

> by the health services, where they had previously worked within combined services.' (HAS, 1995, para. 417, p.131)

Cumella et al. (1996) related this to the process described as 'underlapping'. There was little contact between mental health services and EBD schools, and there were often three-month waiting lists for children with appointments to see clinical psychologists (HAS, 1995, para. 87, p. 35). HAS (1995) argued forcefully for the provision of inter-agency, community-based services that were easily accessible to clients, amongst whom should be many pupils experiencing emotional and behavioural difficulties and their families. The Audit Commission (1999q) reported some improvements in CAMHS but still presented a picture of uneven provision.

A4. Post-exclusion Processes

A4.1 **Introduction**. For the majority of the duration of this research study, the government guidance for excluding a pupil and the post-exclusion processes was provided by Circular 10/99, particularly Annex D (DfEE, 1999a) and Circular 11/99 (DfEE, 1999b). A number of protocols were in place to try to ensure the rights of the individual to a 'fair hearing' and suitable alternative education if the decision was upheld. Each of these stages of the post-exclusion process is discussed in this section. Recent DfES guidance (DfES, 2003) did not come into effect until 20th January 2003, some months after the fieldwork for this study.

A4.2 **'Discipline Committee' meetings.** Procedures include the need to notify a parent immediately of the exclusion and to inform them of their right to state their case to a meeting of the governing body's 'discipline committee' (consisting of 3 to 5 governors). LGA (2002) encourage earlier involvement of a governor as this may bring greater impartiality to procedures. The discipline committee hearing should normally take place within 15 school days. The parent could be accompanied by a friend or a legal representative. Unless there were strong reasons to refuse, the pupil should be allowed to attend the meeting. If the head has not followed guidance, e.g. the school has not used a pastoral support programme then the disciplinary committee should normally direct re-instatement. The LEA has to advise the disciplinary

162

committee, e.g. comparing the school's response to how other schools have responded to similar cases.

A4.3 **Exclusion Appeal Panels [EAPs]**. The parent has 15 days in which to lodge an appeal against the disciplinary committee's decision (DfEE, 1999a). The LEA must set up the appeal panel: appoint a clerk, appoint at least one member with experience in education and at least one lay person. A LEA employee or governor from the school cannot be on the panel. The panel must meet within 15 school days of a parent lodging an appeal unless the parent asks for longer. The remit of EAPs is to consider reinstatement, not to clear the pupil's name. As alternative routes for redress, a parent can complain to the ombudsman or if the proceedings were legally flawed, then the parent, governing body or LEA can seek a judicial review to quash the ruling. Given the imminent implementation of the 1998 Human Rights Act, the appellants' views were often worryingly sidelined (Blair, 2001; Harris et al., 2000). A strong case for lawyers as chairs of exclusion panels was made to remedy this – a move that many educators view with trepidation. However, headteachers and the government might have to accede to this proposal given the powers of the European Court (Harris et al., 2000).

A4.4 **Re-integration Officers and EAPs: aiming for quick re-integration**. Harris et al. (2000), Parsons (1999) and Kinder et al. (2000), agreeing with Circular 10/99, stress the devastating effect permanent exclusion can have on young people, particularly if quick re-integration cannot be achieved or speedy satisfactory alternative education cannot be provided. The time schedules for the re-instatement meeting and appeals procedures mean that inevitably some children will be out of school for a minimum of six to eight weeks. However, Harris et al. (2000) cite studies showing pupils out of school for over a hundred days and occasionally for over a year (confirmed by Berridge et al., 2001). Circular 11/99 stresses the LEA's responsibility for quickly re-integrating the excluded child and advised that there should be a named LEA officer, dedicated to this role. Alternatively and preferably, the use of a re-integration panel is advised (examples described in Kinder et al., 2000). Such panels should consist of EWOs, social workers, educational psychologists, SEN officers, FE college representatives, headteachers and representatives of ethnic minority communities. They should consider the advantages and practicability of re-integration into mainstream as well as appropriate forms of alternative provision. Dual registration is also an option (DfEE,1999a,b).

A5. Re-integration into Mainstream Schools

A5.1 **The challenge of re-integration**. DFE (1994d) hoped that for many excluded young people, re-integration into a new mainstream school would be achieved successfully. More recently DfEE (1999a) stated:

> 'Ideally many permanently excluded pupils should rejoin a mainstream or special school within days or weeks. The longer a young person is out of school the more difficult it can be for them to re-integrate.' (Circ. 10/99, para. 7.1, p.35)

However, as Parsons and Howlett (2000) stress 'the re-integration of permanently excluded children back into mainstream school is known to be a difficult process meeting with limited success' (p.3). It only happens for some excluded pupils of secondary age: and the proportion re-entering secondary schools shrinks substantially for young people excluded in KS4. Kinder et al. (2000) link speed of re-integration to success. Parsons and Howlett (2000) found in their national survey (though with a modest return rate) that the mean re-integration rate for the secondary aged pupils in their sample was 31%. However, rates varied substantially from LEA to LEA and when those excluded close to school leaving age and those deemed better placed in 'diversionary' KS4 schemes were removed from their sample, the re-integration rate was 54%. Another recent study (Berridge et al., 2001) found a much smaller percentage of their qualitative sub-sample re-integrated and all of these were either permanently excluded again or 'withdrawn because they could not settle' (p.30).

A5.2 **Schools' resistance to re-integration**. The difficulties of re-integration are explained by various factors. School managers, conscious of their existing difficulties in managing and motivating existing pupils and of parental perceptions, can be highly resistant to taking in young people excluded from other schools (e.g. Cole and Visser, 2000). Kinder et al. (2000) found that 'schools' opposition to reintegration could make the process virtually impossible' (p.55). The young people might have to contend with outright hostility and negative preconceptions about them. Often the conditions within a school that tend to precipitate exclusions for other children are pervasive and the re-integrated young persons find it hard to adjust to normal school rules and expectations again after a period of part-time education or 'home tuition'. It can be more difficult 'second time round' because the young people are entering a new and strange environment for which they might not have been fully prepared (Brodie, 2000). For re-integration to succeed high levels of support from re-integration services are required that sometimes cannot be offered (Kinder et al., 2000). Inter-professional work is needed but this 'is not well-developed, despite a recognition that a multi-agency response is important in securing re-integration. Consultation, co-operation and collaboration between agencies are still in their infancy' (Parsons and Howlett, 2000, p.5).

A5.3 **Conditions facilitating successful re-integration**. Schools have to offer a genuine ' fresh start' in environments that realise the conditions (described in earlier sections of this review) that make for inclusive environments. The schools receiving the excluded children, have to be understanding, flexible and forgiving. Parsons and Howlett (2000, p. 5) re-iterate the need for the receiving schools to possess 'a culture and ethos conducive to learning and good behaviour' ahead of the re-integrated pupil's arrival. The arriving pupil and the school must be fully prepared for the re-integration (Parsons and Howlett, 2000; Berridge et al., 2001). Given recent government investment e.g. through Standards Fund and Excellence in Cities, it could be a more optimistic situation is waiting to be reported. Required levels of support, perhaps using LSUs as vehicles, might now be improving prospects for successful re-integration into mainstream schools. Parsons and Howlett (2000) did find some examples where high rates of re-integration were achieved.

A6. Alternative Educational and Training Provision

A6.1 **General: a continuing need for alternative provision**. The Elton Committee stressed:

> 'that ordinary schools should do all in their power to retain and educate all the pupils on their roll on-site. However, we recognise that in the case of a small number of pupils this may be difficult, and in some cases impossible' (DES, 1989a, para.6.39, p152).

Later they expanded on this: 'The case for particular types of alternative provision for most children with statements of special educational needs specifying emotional and behavioural difficulties is clear' (DES, 1989a, para. 6.43, p153/4). To these should be added some young people without formal statements. Experience in the 1990s confirmed the need for some alternative provision. Numbers placed in PRUs grew by nearly 64% between 1995 and 1999 (Cole, Daniels and Visser, in press,a). Government Circular 11/94 also recognised the value of provision made for pupils of compulsory school age in FE Colleges (DFE, 1994d), re-iterated in DfEE (1997) and DfEE, (1999a). Flexible alternative education programmes [AEPs], offered by organisations as Rathbone CI, also developed. Kinder et al.(2000) gave a positive account of the work of a few of these and found a full range of alternative provision in operation in their study of placements for excluded children in 1998/1999. Cole, Daniels and Visser (1999) in their national study of LEA behaviour support plans, similarly found nearly every LEA either operating a wide range of specialist or alternative provision or ensuring that they had access to facilities provided by other LEAs or the voluntary sector. This would be used in part for providing for excluded pupils.

A6.2 **Circular 11/94: The Education by LEAs of Children Otherwise than at School (EOTAS).** This Circular (superseded by Circular 10/99) was designed to cover an estimated 1500 primary aged pupils and 6100 secondary aged pupils (DFE, 1994d, p.8), the majority of whom would be attending off-site provision, now known as PRUs. This circular makes the following points relevant to excluded pupils:

- Home tuition should be considered in the context of securing an early return to mainstream schooling;
- Placing some older pupils in FE provision can be effective;
- 'Successful re-integration into school of pupils who have a record of difficult behaviour can often be assisted where schools, LEAs, parents and other agencies are able to work effectively in partnership' (DFE, 1994d, p.6);
- Support from a behaviour support team (BST) or EP or youth service can aid re-integration;
- The importance of offering effective alternative education to those unable to return to mainstream schools: 'Their personal happiness, life and career

chances as adults may be irreparably damaged. Some may drift into crime.' (DFE, 1994d, p.6). It can be unrealistic to expect those near the end of their school careers to return to mainstream;

- Clear LEA policies for management of their PRUs;
- LEAs should know which pupils are EOTAS, their career histories, what education is being provided for them, who are 'looked after' and who have special educational needs;
- Enrolment at a PRU is designed to be short-term: 'Education in a PRU cannot be regarded as an acceptable long-term alternative to placement in a mainstream school' (DFE, 1994d, p.12), therefore parents cannot choose that their child should attend a PRU in place of mainstream school;
- It is inappropriate to place pregnant school-girls/young mothers with those who are aggressive and disruptive;
- PRUs require close links with educational welfare and psychology services;
- PRUs should offer a broadly balanced curriculum that promotes the spiritual, moral, mental and physical development of pupils and prepares them for 'the opportunities, responsibilities and experiences of adult life'; PRUs are not bound to provide the full National Curriculum nor to conduct statutory assessments at or near the end of each Key Stage;
- Work experience is encouraged;
- In exceptional circumstances PRUs can exclude pupils for fixed terms or permanently 'where a pupil poses a threat to his or her own safety or well-being, and that or others' (DFE, 1994d, p.18). The LEA is empowered to direct the re-instatement of the excluded pupil or to confirm the exclusion.

A6.3 **Recent advice and practice on placement post-exclusion**. Placement, part-time or full-time, of KS4 pupils in FE colleges may be more appropriate than seeking re-admission to a school: 'The different atmosphere and older peer group can motivate some young people disaffected with school' (DfEE, 1999b, paragraph 5.14, p.19). DfEE (1999b) also encourages Re-integration Panels to consider dual registration whereby the child splits his or her time between a mainstream school and a PRU (paragraphs 5.15 and 5.16). DfEE (1999a) also recommends FE provision where 'the different atmosphere and older peer group can motivate some young people disaffected with school' (p.19). Other literature (e.g DfES 2001;Victor and Boynton 1998) suggests that alternative education should be appropriate to the needs and interests of pupils and matched by the types of activity services can provide. The member(s) of staff responsible for arranging alternative education need to play a key role in helping the pupil negotiate a suitable placement (DfES 2001). This point reiterates Parsons and Howlett (2001), who found that interventions are more likely to succeed if they are flexible, recognise individual strengths and weaknesses and include an adult who genuinely believes in the child's ability to succeed.

A6.4 **Pupil Referral Units**

A6.4.1 **Introduction.** Although Circular 10/99 indicates that it is inappropriate for PRUs to serve as a permanent form of alternative education for those excluded from school in Years 9-11, it is likely that the PRU will be the last placement before reaching compulsory school-leaving age or a placement of significant duration before another form of provision is arranged (Hayden, 2002). Mainstream schools' reluctance to re-admit excluded pupils and some pupils' inability to cope with full-time (Kinder et al., 2000; Berridge et al., 2001), mainstream education meant extended stays in PRUs for many excluded pupils.

A6.4.2 **Legislation governing PRUs**. The small size and the allegedly 'rapidly changing roll' of PRUs (DfEE, 1999b, p.23) mean they are not subject to all the legislative requirements that apply to mainstream or special schools e.g. the curriculum offered should merely be 'broad and balanced'.

A6.4.3 **Physical accommodation regulations**. DFE (1994d) noted that some PRUs (taking over from special units) were housed in residential property and cultivated a 'domestic ethos' (para.60, p.17). This was acceptable and a recognition of this reality meant that it would be impracticable for PRUs to be subject to the 1981 Education (School Premises) Regulations that governed schools. However, a warning was given that upkeep should be attended to and a stimulating environment created. LEAs had to ensure that buildings met health and safety regulations.

A6.4.4 **Staffing of PRUs.** In relation to the staffing of PRUs, DFE (1994d) gave the following guidance:

- Workers must be qualified teachers unless they are suitably qualified instructors.
- Time should be allowed for planning and easing pupils' re-entry into education or employment and to build relationships with pupils and parents;
- LEAs should provide opportunities for staff development and training - in national curriculum topics as well as in behaviour management;
- PRU staff should be offered guidance from subject advisers on the curriculum.

The intention was to avoid the marginalisation and isolation of staff in small off-site units, which historically has tended to produce low educational standards.

A6.4.5 **PRUs, attendance and attainment**. Some pupil referral units have been associated with poor academic attainment and subsequent reduction in employment opportunities (OFSTED, 1995; Parsons, 1996, 1999; SEU, 1998b). Some are hampered by an alarming lack of resources (OFSTED, 2002), which means that few can offer regular classes in design and technology, foreign languages and science, some even physical education. According to OFSTED (2002), standards in PRUs were below average but pupils make good progress from a lower baseline. Attendance was almost always below the expected 90% but this was usually attributable to a small number of pupils, high levels of authorised absences for sickness and schoolgirls towards the end of their pregnancies. Pupil attendance was often better than in their previous educational provision. Improved attendance and behaviour was linked to effective and appropriate:

- personal, social and health education;
- arrangements for support from personal tutors/key workers;
- management of behaviour;
- relevant curriculum;
- individualised assessment, planning and monitoring.

These points, based on pupils' own sentiments, were echoed by the Prince's Trust (2002). Some PRUs also worked well with other educational provision and services. Key Stage 3 and 4 units provided good quality careers education and 'appropriate' opportunities for work experience/college links. Many provided opportunities for externally credited certificates. Other writers have seen PRUs as marginalised institutions that require greater funding if they are to serve anything other than a 'holding' function. Klein (1999) argued that more pupil referral units were not needed rather an analysis of how young people reach such institutions.

A6.4.6 **Contrasts with some mainstream schools**. Pomeroy (2000) and The Prince's Trust (2002) discussed young people's views on the differences between PRUs and mainstream schools. Pomeroy (2000) presented schools as hierarchical organisations with pupils at risk of exclusion occupying the lowest stratum. Teachers dominated the interpretation of school events and there was little opportunity for the voice of the pupil (see also Vulliamy and Webb, 2001). The value system of the school defined the 'borders' of acceptable behaviour, and presented a challenge to some students. These students tended to respond by rejecting the school's value system and defining their own. Subscription to different sets of values could mean that their experiences of failure and confrontation were further exacerbated. In contrast, Pomeroy (2000) saw pupil referral units as less hierarchical. The smaller student population allowed for the development of more harmonious relationships, identified as integral to effective provision by Cole, Visser and Upton (1998) and Cole et al. (2002). In such an environment, there was greater opportunity for listening and sharing and the equal treatment of students by staff, which allowed them to feel more valued (Klein, 1999). The Prince's Trust (2002) reported young people's very positive comments about the characteristics of many of their PRUs. There are of course mainstream schools that elicit equally positive comment from their pupils (Daniels et al, 1998). These schools, without lessening educational standards, are inclusive in nature and minimise exclusions by determinedly attending to each pupil's social and emotional needs (Cooper 1993; Cooper, Smith and Upton, 1994; Hallam and Castle, 2001; MHF, 1999; Munn et al., 2000; Power, 1996; Visser, 2000).

A6.5 **FE Colleges and alternative education programmes**. FE College programmes can offer a comparable dynamic to PRUs (Pomeroy, 2000) with their smaller staff to pupil ratios. They also offer a curriculum that is seen by the students as more relevant and flexible in comparison to mainstream schools (Kinder et al., 2000; Attwood, Croll and Hamilton 2002). Attwood et al. (2002) found that a number of interviewees, when asked about their pre-16 courses at FE, were very positive about both relationships at colleges and the vocational programmes offered. 'Being treated like an adult' was seen to engage them with alternative education and plans for future education. This echoed findings in Kinder et al. (2000), who further noted that these were only available for KS4 pupils, leaving a dearth of choice available in some LEAs for young people excluded in Year 9. Kinder et al. (2000) also noted varying degrees of success in different authorities in relation to placing excluded young people in FE colleges. Difficulties sometimes arose over financing of placements, colleges refusing to admit violent pupils or others with behavioural difficulties and political issues within LEAs. Berridge et al. (2001) found some of their sample appreciated the quality of support given to them by staff in alternative programmes.

A6.6 **Full-time education for excluded pupils by 2002.** Circular 11/99 stressed the LEAs' responsibility, by September 2002, for providing 'suitable' full-time education/training for pupils excluded for more than 15 days. To re-assure LEAs who had struggled to motivate many children disaffected with conventional curriculum, this could 'look significantly different to that provided in a mainstream school' (DfEE, 1999b, p20), perhaps involving 'contracting out' to the voluntary sector, or a timetable which contained substantial PSHE, counselling or citizenship although it should take account of the relevant Key Stage mainstream curriculum. LGA (2002) has suggested that the definition of approved educational activities should be widened to include work experience. Kinder et al.(2000) reported considerable reservations about the government target: staff working in PRUs and other settings argued that this could be an inappropriate aim for severely disaffected young people who found even part-time attendance very challenging in PRUs and other alternative programmes; and, more generally, given funding and staffing constraints.

A6.7 **Difficulties with dual registration.** Kinder et al. (2000) found both favourable and unfavourable responses to the policy of splitting the time of formally excluded pupils between mainstream and alternative and/or FE provision or work-related learning. It was often wise to have the safety net of allowing the re-integrated young person back full-time into the PRU. However, staff reported students feeling extreme rejection when they 'failed' yet again after a trial period of dual registration.

A7. Recent government initiatives fostering co-ordinated services.

A7.1 **Introduction.** The need for input from services other than educational has been mentioned above and is developed here. Three areas of developing government policy are particularly important. Each should assist the level of support that many permanently excluded young people experience.

A7.2 **'Quality Protects' and 'looked after' young people.** In 1998, the Department of Health launched the 'Quality Protects' programme. This aimed to transform the management and delivery of social services particularly for children 'looked after', by working in closer partnership with health, education and voluntary agencies. It aimed to ensure that abuse was avoided and children in need, including those 'looked after', gained maximum life-chance benefits from education, health and social care. Referral and assessment processes were to respond to children's needs and were to ensure speedy service delivery (DoH, 1998,1999a,b; see also DfEE, 2000g). 'Quality Protects' might impact upon a substantial number of pupils permanently excluded, given Berridge et al.'s (2001) finding that of the 343 cases they studied 'social services were involved at some point, in some way, with the families of one-half of the young people' (p.17). They also found that 18% of their sample had been 'looked after' at some point in their lives (see also Brodie, 2000, on excluded young people living in children's homes).

A7.3 **Connexions**. The need to bring a 'joined up' approach to meeting the needs of young people 'at risk' was stressed by the government and was behind the establishment of the cross-departmental 'Connexions' (to be phased in 2001 - 2003). Some pilot schemes ran from April, 2000 (i.e. ahead of the start of the Study). The policy aimed 'to bring together a range of help, advice and guidance for teenagers into a unified service which covers all of England by 2003' (DfEE, 2000b). It was to produce flexible and innovative delivery structures, which will bring together public, private and voluntary organisations addressing the needs of all, including black and minority ethnic communities (DfEE, 2000b). It aimed to break the cycle of disadvantage attributed to those not engaged in learning, aged between 16 and 18, by concentrating on all aspects of the young person's life. It stressed the value of flexible curricula for KS4, work-related learning (linked to the Learning Skills Council and Learning Partnerships) and suitable programmes in FE. It was to encourage 'reluctant learners' to stay in education through Education Maintenance Allowances. Existing local authorities were to form partnerships and to pool some funding presently devoted to youth and guidance. Key principles to guide the service were to include: overcoming barriers to learning; taking account of the views of young people; keeping young people in mainstream education and training (avoiding their marginalisation); collaborating with parents and relevant agencies. It was believed that Connexions would help to reduce truancy and exclusions. At the heart of service delivery would be the new profession of personal advisors. These would ensure:

- school attendance pre-16;
- provision of information on future learning and work opportunities;
- in-depth support in gaining access to education and training;
- brokering of access (e.g. to housing)/co-ordinating input from specialist services (e.g. drug prevention services).

Personal advisors were to work in schools, FE colleges and in community settings. A comprehensive local register was to ensure all young people who needed the service were covered. Personal advisors were to be recruited from different professions including youth workers, teachers, youth offending team workers, voluntary workers and social services. A training programme leading to a new professional qualification was to be evolved (DfEE, 2000a and b). Assessment of the pilot Connexions programmes found 96% of clients finding their sessions with PAs useful and 79% said they were more interested in education and training as a result of the service. 'Much evidence' of multi-agency work was reported and good levels of satisfaction on the level of service received by schools (Dickinson, 2001).

A7.4 **Youth Offending Teams.** The Crime and Disorder Act (1998) saw the prevention of offending as the principal aim of the youth justice system (Home Office, 1998). New Youth Offending Teams [YOTs] were to be the vehicles of this. YOTs were responsible for the swift administration of justice; confronting young offenders with the consequences of their offending; intervention which tackles the factors (personal, social, family, educational, health) that put young people at risk of offending; proportionate punishment; encouraging reparations to victims by the young offenders; and reinforcing parental responsibilities. Local authorities for education and social services had a statutory duty to work in partnership with police, probation and health services to establish YOTs by April, 2000 (ahead of the start of this study). YOTs would consist of workers from each of these agencies, with different workers from different backgrounds using their training and background to best effect in the division of tasks. YOTs must 'co-ordinate the provision of youth justice services for those in the area who need them' (p.7, Home Office, 1998). Their duties included assessment after final warnings; providing reports and other information to courts; acting as supervising officers for community sentences; trying to prevent 'at risk' young people from offending by working with the young people and their families. In relation to education, there was a duty on YOTs to help to get those not at school back into school or to make other arrangements to meet their literacy, numeracy or other educational or training needs. There should be close liaison with schools and educational services. YOTs should support local efforts to achieve government targets set for truancy and school exclusions as well as helping to address local schools in dealing efficiently with young people with behavioural difficulties (Home Office, 1998). Kinder et al. (2000) offered a small amount of evidence indicating that carefully planned YOTs programmes did impact positively on the offending rates of young offenders.

A8. Effects of permanent exclusion and outcome measures

A8.1 **School and wider social exclusion**. The literature suggests that permanent exclusion from school is associated with wider social exclusion from society (Hayton 1999) and particularly so for girls. Permanent exclusion is often associated with long periods without education (Audit Commission, 1999b; CRE, 1996; DFE, 1995b; Harris et al., 2000), under-attainment and reduced employment opportunities (SEU,1998a), isolation and inaccessibility to social resources (Hayton 1999; Parffrey , 1994) and the involvement of social services (Berridge et al., 2001).

A8.2 **Is there a causal link between school exclusion and entry into crime?** The overlap between school exclusion and youth offending is well-established. (Devlin, 1996; Audit Commission, 1996, 1999b; Rutter, Giller and Hagell, 1998; Bracher, Hitchcock and Moss 1998, Osler et al 2001, Parsons 1999, SEU,1998b, Vulliamy and

Webb 2001). The Audit Commission (1996) found that 42% of offenders of school age who were sentenced in the youth courts have been excluded from school. Berridge et al.'s (2001) retrospective study of young people who had been excluded between 1988 and 1998 is particularly useful. Of 343 young people, 65% had been cautioned or convicted of a criminal offence at some time in their lives. Complete records were held by police on 263 of the 343: 85 had no recorded offences prior to, or following, permanent exclusion from school ('the non-starters'); 117 had no recorded offences prior to permanent exclusion but had a record of offending afterwards ('the starters'); 47 had recorded offences before and after ('the persisters') ; 14 had recorded offences before but not after ('the desisters'). There was little difference in offending between white and minority ethnic people in this sample. Offending sometimes started in the often long gap between permanent exclusion and placement in an alternative setting. However, Berridge et al. (2001) warn against simplistic causal connections being read into the association between the act of exclusion and criminal activity. There are likely to be other more pervasive factors at work. Prior to their exclusion, many of the sample had presented very challenging behaviour to often sympathetic and caring schools over a period of years, often since transition from primary school (with which many of the children had coped without excessive difficulty). Permanent, perhaps unmerited, exclusions for a 'one-off' offence were a rare phenomenon: 'Permanent exclusion usually represented the culmination of a lengthy process of warnings and fixed-term exclusions' (p.vi). Their larger sample was characterised by social disadvantage, family difficulties, often special educational needs and histories of truancy. After exclusion, where employment was achieved, it tended to be low-paid and insecure. However, Berridge et al. (2001) do venture from qualitative interviews with 28 people:

> 'Permanent exclusion tended to trigger a complex chain of events which served to loosen the young person's affiliation and commitment to a conventional chain of life. This important transition was characterised by: the loss of time structures; a re-casting of identity; a changed relationship with parents and siblings; the erosion of contact with pro-social peers and adults; closer association with similarly situated young people and heightened vulnerability to police surveillance' (p.vi)

For many, the act of permanent exclusion may exacerbate the tendency to offend but clearly wider socio-cultural phenomena are involved. Berridge et al. (2001) do cite a few instances showing that where social capital is increased (e.g. supportive family or neighbourhood networks), the young people break away from offending.

A8.3 **Measuring outcomes.** Making causal links between identifiable outcomes and planned interventions is highly problematic. Prominent among studies attempting this is Kinder et al. (2000). The approaches used by other agencies/researchers include:

- Using standard school/PRU/FE-related indicators:
    - levels of attendance at new school, PRU, FE or other alternative,
    - frequency/severity of disruptive behaviour in a new setting,
    - performance in Standard Attainment Tests (SATs),
    - reading age and comprehension,
    - certificates, NVQ Levels 1 in a range of vocational practical subjects,
    - study of Records of Achievement, performance on ASDAN schemes,
    - performance in GCSEs, pre-GCSE Certificates of Achievement, e.g. OCR, CLAIT, and
    - Duke of Edinburgh Award or similar schemes;
- Establishment of EBD/mental health needs by employment of internationally tested checklists (Achenbach, 1991; Daniels, Visser, Cole, de Reybekill, Harris and Cumella, 1998b);
- The work of the Dartington Social Research Unit/Dept of Health for measuring progress of children looked after (Goodman, 1994; Dept of Health, 1995). 'Assessment and Action Record' books cover the following, from the young person's and the carer's view:
    - health (including diet, exercise, drugs),
    - education (including hours per week in educational settings; attitudes),
    - identity (experience of discrimination, interest taken by carers, contacts with family, extent of stable relationships),
    - social presentation (dress, communication skills, language),
    - emotional development (adaptation of Rutter Behaviour Scale A),
    - behavioural development (from young person's and carer's view), and
    - self-care skills (life-skills, independence).

These indicators informed the interview schedules and questionnaires used with pupils and parents participating in the Study (see Appendix B). A useful summary chart called 'Typology of Effects', was given in Kinder et al. (2000, pp. 70-71). In relation to the pupil, they list effects of post-exclusion experience and interventions under the headings of advancements in learning; behavioural modification; attitudinal change; relationship development and enhancement; psychological well-being; improved communication skills; increased awareness (personal abilities, educational and work-related opportunities) and 'post-programme progression' (positive advancement on to work or training).

A9. Conclusion

A9.1 **Endnote**. To conclude this review, some of the key factors found by Kinder et al. (2000), in their study of provision for excluded pupils, to characterise effective provision for excluded young people are reproduced. First, provision should be afforded status and be well supported by the LEA and other agencies. There should be a holistic approach to young people in meeting their needs. Staff should have an understanding of such young people and why they have been excluded. Ambience and environment are important in sites of provision: there should be plentiful staff in well-resourced provision who, crucially, *have the time* to:

- work in a non-threatening , problem-solving way, in which the people are valued;
- emphasise listening, caring and communicating;
- have an individual interest in, and approach to, each young person;
- create a positive, safe, welcoming environment;
- ensure a relaxed atmosphere, with young people given responsibilities;
- develop a user-friendly environment (perhaps contrasting with many mainstream secondary schools);
- promote an environment of control and discipline;
- develop a good rapport and work in partnership with parents;
- ensure team-work , trust and coherence amongst the staff;
- establish links and work closely with other local agencies.

These findings in large measure replicate the findings of recent research into effective provision for those described as EBD (e.g. Cooper, 1993; Cole et al., 1998; Daniels et al., 1998), a population over-lapping considerably with excluded young people.

Where these conditions are met, a good response from many excluded pupils and many young people with EBD can be anticipated and chances for educational and social progress maximised. Permanent exclusion can be a devastating experience for many pupils and their families, but as Berridge et al. (2001) note, some young people view it in a favourable light: the provision that the permanently excluded sometimes move onto 'marked a positive turning point in their lives. They valued the individual attention and the fact that staff would respond to their social and emotional needs and their desire to be treated as an adult' (p.vii).

Appendix B: Interview Schedules

(I) Interview schedule for staff in 'first placements/destinations'

Student's name: LEA:

Checklist before interview: Introduce self & research. Explain confidentiality. Identify best person at provision to answer questions on the young people in sample. Section 2 about provision may be best answered by manager/deputy manager. Ask Section 1 – personal background- to ALL staff interviewed. Request permission to tape record – highlight confidentiality.

1. Background – Personal

Explore:
a.) their role within the provision
b.) their previous experience
c.) any relevant training
d.) what skills and experience they feel they contribute to the provision.

2. Background – Provision

a.)What is provided
  (i) for whom (ii)how much time per week? (iii)over what period? (iv) how are specific needs addressed/met? (educational, social, psychological/emotional, involvement of other agencies in addressing YP's needs).
b.) How long has this facility operated?
  (i)brief development history (ii)future development plans?
c.) Impact of provision
  (i)what it does best / successes (ii)who it works best with (iii) shortcomings/ failures of the provision?

3. Progress Review of the YP

a.) Overview of student's experience of alternative provision since PEx – how provision was arranged
b.) When did the student start at the alternative provision?
c.) What was/ is being offered for the child (nature/ type of provision;how much? for how long per week;
d.) Explore student's perceptions of provision
  (i) Appropriateness : Positives
  (ii) Appropriateness: Negatives
  (iii)How regularly did /do they attend?
  (iv) Any other comments?
e.) Explore student's relationships with (i)staff
  (ii)other students
f.) Explore post-exclusion targets for the YP:
  (i)what are they?
  (ii)how were they set?
  (iii) any targets set by student?
  (iv) what progress has there been towards achieving the set targets ? (academic, social)
g.) Explore what additional support is being offered from

    - (i) centre staff
    - (ii) other professionals
    - (iii) parents
    - (iv) other

h.) Support offered to parents of YP
    - (i) by staff of alternative provision: usefulness or otherwise?
    - (ii)by other agencies: usefulness or otherwise?

i.) If student is not /no longer attending 'first destination' explore
    - (i) what happened?
    - (ii) where student is now.

(II) Interview schedule for first interviews with Young person and for parent/ carer.

Parent's or Young person's name:
LEA:

Checklist before interview. Discuss research. Explain confidentiality. Ask permission to tape record – assure of confidentiality.

1. History of YP's Education Prior to Exclusion

a) Explore experience of son/daughter in relation to
    - (i) the curriculum
    - (ii)school culture/hidden curriculum
        - relationships with staff
        - relationships with students

b) Highlight positive and negative experiences
    - anything enjoyable at school
    - what was disliked most?

c) Identify Difficulties
    - (i) What were they?
    - (ii) How were the difficulties coped with ?
    - (iii) Was any additional support from
        - the school- from others?

d) Did your child receive any previous
    - (i) fixed term - if so explore reasons and impact.
    - (ii) permanent exclusions?- if so explore reasons and impact.

2. Circumstances of Exclusion

a) Explore reasons
b) Explore how the parents were informed?
c) Do they consider the PEx fair
d) How did their son/daughter react?
e) How did the 'family' react?
f) Explore the main impact of PEx
    - on their child's life/relationships/career aspirations
    - on their family life.

3. Post-Exclusion

a) Explore what happened next
  - general
  - agencies/personnel involved
  - re-instatement meeting
  -Exclusions/appeal panel?
- length of time before alternative provision arranged
  - acceptability of provision to child/'family'
  - what you would have liked for your child after Permanent Exclusion

b) If there was a gap before their child reached '1st destination' explore how the time was spent by the child.

4. Experience of Alternative Provision

a) When did it start?
b) What was being offered – type of provision?
  - how long did your child attend this provision?
c) Explore their perceptions of the provision
  (i) Appropriateness: positives
  (ii) Appropriateness: negatives
  (iii) How regularly did their child attend?
  (iv) Other comments on the alternative provision?
d) Explore relationships of their child
  (i)with staff of alternative provision
  (ii) other students in alternative provision
e) Explore post-exclusion targets
  (i) What were they?
  (ii) How were they set?
  (iii) What progress has been made towards achieving these?
f) Explore what additional support is/ has been offered/given
  (i) from 'centre'/alternative provision staff
  (ii) other professionals
  (iii) others?

5. Future Aspirations – Defining Success

a) Identify what are seen as your child's greatest achievements/successes of last 12 months
  (i) List
  (ii) What has contributed to these ('family' support; peer support; professional support; other)
b) Educational aims:
  (i) What do you hope your son/daughter will achieve educationally?
  (ii) How will these aims be achieved?
c) Employment aims:
  (i) What do hope your son/daughter will achieve in future employment
  (ii) How this will be achieved?
d) What other hopes/ aspirations do you have for your son/daughter: social
  (i)sports
  (ii) relationships
  (iii) independence
  (iv) other

(v.) how these will be achieved?

6. Any further comments.

(III) Final interview schedule used with Young person, or if not possible then with parent, close relative or carer

(Note: To be used flexibly: not all questions will be applicable to all YPs)

1. EDUCATION

a.) Explore YP's involvement with education since last interview *(this may relate to more than one type of provision and a distinction being made between previous and current):*
    (i) full/part time
    (ii) type (provider + course)
    (iii) pre/post 16
    (iv) how arranged
    (v) relationships staff/students
    (vi) degree of engagement (attendance)
    (vii) degree of engagement (enjoyment, motivation, usefulness, etc.)
    (viii) degree of support (staff, o/s agencies, family, etc) – ie how much & from whom; perceived value.
b.) Identify Achievements:
    (i) YP's perception of own educational achievements.
    (ii) progress
    (iii) targets achieved
    (iv) qualifications achieved
    (v) qualifications working towards
    (vi) what success is attributed to
    (vii) what failure is attributed to
    (viii) whether anything could have made a difference
c.) Explore whether any special educational needs have ever been identified: if so
    (i) for what (behaviour, learning, both, other)
    (ii) highest recorded stage on Code of Practice
    (iii) support received - type-from whom- perceived value .
d.) If no current involvement in education :
    (i) explore why
    (ii) Identify whether anything could have made a difference *(to keeping YP in education)* ?
    (iii) How time is spent.
e.) Explore future aspirations for education.

2. EMPLOYMENT

2a) Explore involvement with employment since last interview *(this may relate to more than one job and a distinction being made between previous and current):*
    (i) type of work (job title, part/full time)
    (ii) training (Modern Apprenticeship, National Traineeship, Youth Training, informal employer etc.)

(iii) How employment was secured - o/s agency help - (YOTs, Careers etc. Job Centre, family etc.)
(iv) length of employment
(v) relationships
- employer;- co-workers- 'clients' - other
(vi) degree of engagement :
    - attendance-enjoyment- motivation
(vii) degree of support from
    - employer - outside agencies- family - others

b) Identify ACHIEVEMENTS within EMPLOYMENT:
(i) YP's perceptions of own achievements
(ii) development of skills/ confidence
(iii) independence
    e.g. via income -savings- transport- driving licence - assist/support family r
(ii) qualifications achieved
(iii) qualifications working towards
(iv) what success is attributed to
(v) what failure is attributed to
(vi) whether anything could have made a difference

c.) If post 16 and not in education
(i) explore why no involvement in employment:
(ii) Identify whether anything could have made a difference (to help get YP into and stay in employment)
(iii) How YP spends her/his time.

3. SPECIFIC INTERESTS (e.g. sport, performing arts)
a.) Explore involvement.
b.) Identify achievements / what achievements are attributed to.
c.) If no involvement explore could anything have made a difference.

4. SPECIFIC PROBLEMS (e.g. drugs, alcohol, crime, housing, etc)
[To be approached very sensitively and linked mainly to issues identified by YP in previous interview]

a.) Identify whether YP has experienced any specific problems since last interview
b.) What problem(s) is/are attributed to.
c.) Identify any help or support received in relation to problem -
(i) outside agencies
(ii) family
(iii) other
d.) Identify -
(i) whether there has been any success in overcoming problem
(ii) if so what this success is attributed to.
(iii) if not what this is attributed to
(iv) if not, what if anything could make a difference.

5. SOCIAL

a.) Explore whether there have been any changes in living circumstances and close relationships since last interview:
- (i) people they live with
- (ii) relationships with family
- (iii) relationships with partners

b.) Identify
- (i) whether any of these changes are viewed as achievements
  - -e.g. achieving independent living - sustaining/developing relationship
- (ii) and what success is attributed to
  - -e.g. own efforts-support from family- outside agencies - others

5c) Identify whether YP feels they have achieved anything that has contributed to increased independence: *for example* -
- (i) ownership of car/ motorbike
- (ii) passing driving motor cycle test
- (iii) financial independence (income from wages/benefits, bank account, savings, debts, ability to purchase items etc)

d.) If so, identify what has contributed to this achievement
- (i)own efforts
- (ii) family support
- (iii) support from o/s agency
- (iv) knowledge gained from course
- (v) other

e.) Identify future aspirations in relation to life style, independence and what they hope to achieve.

6. **IMPACT OF PEX**

6a) Explore how YP now views PEX and how it has affected them /identify ***positives*** and ***negatives*** in relation to:

self concept-education-employment/career-family relationships-friendships-involvement in crime -use of drugs - use of alcohol - involvement of o/s agencies - other

b) In relation to negative impact - identify whether anything made or could have made a difference.

c) In relation to positive impact - identify what this is attributed to.

7. **DEFINING SUCCESS**

a) Identify what are seen as greatest successes of last 12 months

-education-employment -relationships -overcoming problem -sporting achievement-performance -other

b) Identify what these successes are attributed to

- own efforts-family support -outside agency support -other

8. **ADDITIONAL COMMENTS**

CHECK LIST: Complete interview. Complete questionnaire interactively. If appropriate complete trajectory chart. Make field notes of any key observations that may not be captured in interview data (after closure).

(IV) Questionnaire based on Labour Force Survey used with Young person, or if not possible with parent, close relative or carer.
QUESTIONNAIRE *[To be administered at the end of final interview]*

NAME: DATE OF BIRTH:

1. How would you describe your ethnic group.Please put a cross against one box only

☐ White
☐ Black Caribbean
☐ Black Other
☐ Bangladeshi
☐ Pakistani
☐ Indian
☐ Mixed
☐ Asian other
☐ Other
☐ Unknown

2. What is your father's occupation?

3. What is your mother's occupation?

4. Please put a cross against one box to tell us your main activity at the moment.
Please put a cross against one box only

☐ Out of work/unemployed
☐ Modern Apprenticeship
☐ National Traineeship
☐ Youth Training
☐ Other government support training
☐ In a full-time job (over 30 hours a week)
☐ In a part-time job (if this is your main activity)
☐ In full-time education at school or college
☐ Looking after home or family
☐ Doing something else (please specify ____________________

5. At present are you studying or training for an NVQ, GNVQ or other vocational or professional qualification?
(Do not include degrees, A/S, A-levels, GCSEs or other academic qualifications here).

Yes ☐ Please specify ____________________
No ☐

6. At present are you studying for a degree, A/S, A-levels, GCSEs or other academic qualifications?

Yes ☐ Please specify ______________________________

No ☐

7. If you are not in education, training or work at the moment [or for much of the time] please tell us what you think the main reasons for that are?

Please put a cross against whichever apply

☐ Need more qualifications or skills
☐ Looking after home/children
☐ Looking after other family members
☐ Poor health or disability
☐ Housing problems
☐ Family problems
☐ Transport problems eg no car, unsuitable public transport
☐ Would be worse off in work/on a course
☐ Drugs/alcohol problems
☐ Criminal record
☐ There are no decent jobs or courses available
☐ Have not decided what sort of job or course to do
☐ Having a break from study
☐ Other reason ____

8. Please put a cross in one box for each statement below to show whether you agree or disagree with each of the following statements.

	Agree	*Disagree*	*Not Sure*
Since Year 11, the courses, jobs or training I have done Have generally worked out well for me	☐	☐	☐
I know how to find out about future work, education or training opportunities	☐	☐	☐
I think that making plans for the future is a waste of time	☐	☐	☐
I want to do more education/training in the future	☐	☐	☐
I have got all the qualifications for the job or course I want to do	☐	☐	☐
I have a clear idea about what I want to do in the future	☐	☐	☐

9. Have you ever been identified as having special educational needs?

Yes ☐

No ☐

10. Have you ever received a statement of special educational needs?

Yes - later on in my school career ☐

Yes - earlier in my school career ☐

No ☐

11. Have you previously been in residential or foster care?

Yes - some time ago ☐
Yes - until recently ☐
Yes - just about to leave ☐
Yes - in care now ☐
No ☐

12. Who do you currently live with? *Please specify*

Appendix C: Coding Frame for Data Analysis

Interview data were coded using the following framework prior to entry into the Statistical Package for Social Science (SPSS):

(PEx = Permanent Exclusion. In all cases: no data/unknown =99: n/a = not applicable)
(SPSS Codes in brackets)

Part A: Background Information

1. DATABASE CODE (db_code): Letter/Number

2. LEA RESPONSIBLE FOR PUPIL EXCLUDED (lea):1- LEA A to 10- LEA K

3. SEX (sex): 1- Male (M) 2- Female (F)

4. ETHNICITY (ethnic): 1- White (W), 2- Black Caribbean (BC); 3- Black other (BO)
4- Bangladeshi (BA); 5- Pakistani (PA); 6- Indian (IN); 7- Mixed (M); 8- Asian other (AO); 9- other.

5. YEAR GROUP AT TIME OF P.EX (year): 9- (Year 9) ; 10- (Year 10) ; 11- (Year 11)

6. LOOKED AFTER PRE EXCLUSION (l_pre): 1- Yes; 2- No

7. YOUTH OFFENDER PRIOR TO EXCLUSION* (y_prior): 1- Yes; 2- No
*including p.ex act

8. FATHER'S OCCUPATION (f_occ): 1- Manual/semi-skilled; 2- Professional
3. Homemaker; 4- Unemployed; 5- Not known/n-a (e.g. absent/deceased)

9. MOTHER'S OCCUPATION (m_occ):1- Manual/semi-skilled; 2- Professional
3- Homemaker; 4- Unemployed; 5- Not known/n-a (e.g. absent/deceased)

10. HOME SET-UP at point of last contact(home1): 1- Lives with both natural parents
2- Lives with 1natural parent + their partner; 3- Lives with 1 natural parent
4- Lives with a close relative; 5- Lives alone/with friends; 6- In care
[See also - question 111]

Interview summary

11. STORY* (story): 1- Yes; 2- No
*Story = an account of the LEA's knowledge of the circumstances of permanent exclusion and post exclusion experiences derived from documentary evidence and/or formal/informal interviews.

12. STAFF INTERVIEW (staff): 1- Yes; 2- No.

13. FIRST PUPIL INTERVIEW (pupil):1- Yes; 2- No; 3- Denied access.

14. PARENT/CARER INTERVIEW (parent):1- Yes; 2- No

15. FINAL INTERVIEW* (final):1- Yes; 2- N
*this may be from one or more sources (pupil, parent, staff, other)

Part B: Factors prior to the Exclusion

16. SPECIAL EDUCATIONAL NEEDS HISTORY (sen): 1- Yes; 2- No

17. If yes, SPECIFY HIGHEST STAGE of CODE OF PRACTICE (cop): 1- Stage 1
2- Stage 2; 3- Stage 3; 4- Stage 4; 5- Stage 5; 6- not applicable.

18. If yes, SPECIFY REASON for SEN (sen_r): 1- Difficulties with Literacy and
or
Numeracy; 2- Behavioural difficulties; 3- Combination of 1 and 2; 4- Bio-physical (e.g. sensory impairment, Autism, diagnosed ADHD etc); 5- n/a.

19. NUMBER OF FIXED TERM EXCLUSIONS BEFORE 99/00 P.Ex (ftex):
n (0-4) to 5 (=>5)

20. NUMBER OF PERMENANT EXCLUSIONS BEFORE 99/00 P.Ex (pex_pre):
n (0-4) to 5 (=>5)

21. CITED SATISFACTORY RELATIONSHIPS WITH PEERS PRE P.EX
(prel_pre): 1- Yes with all; 2- Yes with some; 3- No.

22. CITED SATISFACTORY RELATIONSHIPSWITH TEACHERS PRE P.EX
(srel_pre): 1- Yes with all; 2- Yes with some; 3- No.

23. CITED CONTRASTING SECONDARY AND PRIMARY SCHOOL CULTURES
AS PROBLEMATIC (trans): 1- Yes; 2- No. *(See also - question 112)*

24. EXPRESSED PREFERENCE/ ATTAINMENT IN A CREATIVE ASPECT OF
CURRICULUM (e.g. Art, Drama, Music, Writing) (cre_pref); 1- Yes; 2- No.

25. EXPRESSED PREFERENCE/ ATTAINMENT IN A PRACTICAL ASPECT OF
CURRICULUM (e.g. Design + Technology, Science Experiments) (pra_pref):
1- Yes; 2- No.

26. EXPRESSED PREFERENCE/ ATTAINMENT IN A SPORTS/PE (pe_pref):
1- Yes; 2- No

27. PROBLEMS AT SCHOOL, PRE P.EX (prob_pre):1- Yes; 2- No.

28. If Y, PRIMARY NATURE (prob_nat): 1- Academic; 2- Problems with peers
3- Problems with teachers;4-- Home-life; 5- Bereavement/serious illness of close
relative; 6- Imprisonment of a close relative; 7- Compound; 8- Other; 9- n/a.

29. If Y, SATISFACTORY SUPPORT (prob_sup): 1- Yes; 2- No; 3- n/a

30. PRE P.EX INTERVENTION (int_pre): 1- Yes; 2- No.

31. If Y, TYPE (int_type): 1- Counselling/mentoring; 2- Social/behavioural skills development; 3-Educational intervention (e.g. SEN group); 4- Respite (pt attendance at off-site centre); 5- Other; 6- n/a;7- Any mix of 1-5.

32. If Y, PERCEIVED AS USEFUL(int_eff): 1- Yes; 2- No; 3- n/a.

33. EVIDENCE OF INVOLVEMENT WITH DRUGS* (drugs): 1- Yes; 2- No; 3- Not known *either self-reported or suspected by an adult interviewee, includes solvents.

34. If Y, NATURE (drug_nat):1- One-off; 2- Occasional; 3- Habitual; 4- n/a.

35. If Y, SERIOUSNESS (drug_cla):1- Class A (e.g. heroin); 2- Not class A (e.g. Cannabis); 3-n/a

Part C: Reason for Exclusion

36. STATED REASON FOR P.EX BY LEA (pex_reas): 1- Assault on pupil (actual or threatened) 2- Assault on adult (actual or threatened);3 -Repeated verbal aggression/defiance; 4- Disruption; 5 - Bullying; 6- Possession of drugs; 7- Dealing drugs. 8- Possession of weapon;9- Use of weapon; 10- Two or more of above; 11 - Other

Part D: Reaction to Exclusion

37. PUPIL PERCEPTION OF ACT OF EXCLUSION FROM SCHOOL(pr_pex): 1- Fair 2- Unfair; 3- Ambivalent

38. PARENT PERCEPTION OF ACT OF EXCLUSION FROM SCHOOL (fr_pex): 1- Fair; 2- Unfair; 3- Ambivalent

39. PUPIL/FAMILY PERCEPTION OF P.EX (24 MONTHS) (pex_perc): 1- Positive/ beneficial to YP; 2- Negative/damaging to YP; 3- Ambivalent.

40. GENERAL REACTION TO OFFER OF ALT PROVISION (rea_prov): 1- Acceptable; 2- Unacceptable but taken; 3- Unacceptable and refused 4- None offered (n/a).

Part E: Post-p.ex process and formulation of first provision

41. PUPIL SATISFIED WITH GOVERNORS'/ REINSTATEMENT MEETING (psat_rm): 1- Yes; 2- No; 3- n/a.

42. FAMILY SATISFIED WITH GOVERNORS'/ REINSTATEMENT MEETING (fsat_rm): 1- Yes; 2- No; 3- n/a.

43. FAMILY APPEAL AGAINST P.Ex (appeal): 1- Yes; 2- No; 3- n/a.

44. PUPIL/FAMILY MET WITH LEA WORKER (leaw_m): 1- Yes; 2- No.

45. PUPIL/FAMILY INSTRUMENTAL IN NEGOTIATING PLACEMENT (f_neg): 1- Yes; 2- No.

46. PUPIL SATISFIED WITH OVERALL POST P.Ex PROCESS (psat_pro): 1- Yes; 2- No.

47. FAMILY SATISFIED WITH OVERALL POST P.Ex PROCESS (fsat_pro): 1- Yes; 2- No.

48. TIME TO OFFER FIRST DESTINATION* (time):n months; 98- no destination

* from letter of Exclusion to offer of first substantial placement

49. EDUCATION RECEIVED DURING GAP(gap_ed): 1- Yes; 2- No.

50. MAIN ACTIVITY DURING GAP(gap_act): 1- studying; 2- informal employment 3- stayed at home and did not go out; 4-Ssayed at home and met with friends 5- went abroad; 6 - other.

Part F: Characteristics of provision (first)*

*Substantial first placement (e.g. do not include introductory package of individual tuition to group teaching at a PRU).

51. FIRST DESTINATION (first): 1- Pupil Referral Unit (PRU); 2- Further Education (FE); 3- New Mainstream School (NMS); 4- Tuition at home (HT) or at a community base (e.g. library); 5- Home Education/Parental responsibility
6- Special School (SS); 7- Work based learning and/or Training; 8- No current involvement in education/ work- based learning – including 'centrally held', 'target group' etc; 9- Youth Offending Institution; 10- Other.

52. REGULAR ADDITIONAL PLACEMENT* (addpl1): 1- Yes; 2- No; 3- n/a.

*(e.g. one day a week spent on work-experience or FE course but the rest of the week spent at a PRU).

53. PLACEMENT PROVIDED BY (prov1): 1- LEA; 2- Charity; 3- Private Sector; 4- Other; 5- n/a

54. TOTAL HOURS OFFERED (hrs1): 1) =<4 hrs; 2) 5-10; 3) 11-20; 4) >20; 5) n/a.

55. If in education, NATURE OF TUITION (tuit1): 1– Group; 2– Individual; 3– n/a.

56. If in education, TARGETS SET (targ1a): 1- Yes; 2- No; 3- n/a.

57. If Y, BY WHOM (targ1b): 1- Provision; 2- Pupil; 3-. Both; 4- n/a.

58. If Y, PERCEIVED AS USEFUL (targper1): 1- Yes; 2- No; 3- n/a.

59. PUPIL/FAMILY SATISFIED WITH PROGRAMME OFFERED (satprog1): 1- Yes; 2- No; 3- n/a.

60. PUPIL/FAMILY SATISFIED WITH HOURS OFFERED (sathrs1): 1- Yes; 2- No; 3- n/a.

61. CITED SATISFACTORY RELATIONSHIPS WITH PEERS (satprel1): 1- Y with all; 2- Y with some; 3- No; 4- n/a.

62. CITED SATISFACTORY RELATIONSHIPS WITH TEACHERS (satsrel1):
1- Yes with all; 2- Yes with some; 3- No; 4- n/a.

63. PUPIL/FAMILY SATISFIED WITH TRAVEL TO PROVISION (satrav1):
1- Yes; 2- No; 3- n/a.

64. ENGAGEMENT* (at first provision) (eng1): 1- Engaged (E); 2- Lost (L);
3- Refusing (R); 4- Disengaged (DE); 5- N/a (no provision offered).

*Engaged = evidence from data that pupil attends educational provision regularly and follows a programme of academic, social or vocational study/work experience or is in employment (post 16)

Lost = the pupil is non-contactable

Refusing = pupil has been offered educational provision/employment and has refused this offer or failed to attend

Disengaged = evidence from data that pupil attends educational provision irregularly and/or does not follow a programme of academic, social or vocational study/work experience for whatever reason. If the pupil is post-16 this category can include not being in employment/training.

Not applicable = pupil is either hospitalised/serious illness, in detention or deceased

Part F: Characteristics of provision (24mths)

65. DESTINATION (24 MONTHS) (mths24): 1- Pupil Referral Unit (PRU); 2- Further Education (FE); 3- New Mainstream School (NMS); 4- Tuition at home (HT) or at a community base (e.g. library); 5- Home Education/Parental responsibility; 6- Special School (SS); 7- Work based learning and/or Training; 8- No current involvement in education/ work- based learning – including 'centrally held', 'target group' etc; 9- Youth Offending Institution; 10- Other.

66. If in education, PLACEMENT PROVIDED BY (prov3): 1- LEA; 2- Charity; 3- Private Sector; 4- Other; 5- n/a

67. If in education, REGULAR ADDITIONAL PLACEMENT (addpl3):
1- Yes; 2- No; 3- n/a.

68. TOTAL HOURS OF EDUCATION/EMPLOYMENT/ TRAINING OFFERED (hrs3): 1) =<4; 2) 5-10; 3) 11-20; 4) >20; 5) >30; 6) n/a.

69. If in education, NATURE OF TUITION (tuit3): 1– Group; 2– Individual; 3- n/a.

70. If in education, TARGETS SET (targ3a): 1- Yes; 2- No; 3- n/a.

71. If Y, BY WHOM (targ3b): 1- Provision; 2- Pupil; 3- Both; 4- n/a.

72. If Y, PERCEIVED AS USEFUL (targper3): 1- Yes; 2- No; 3- n/a.

73. If in education/training PUPIL/FAMILY SATISFIED WITH PROGRAMME OFFERED (satprog3): 1- Yes; 2- No; 3- n/a.

74. If in education/training PUPIL/FAMILY SATISFIED WITH HOURS OFFERED (sathrs3): 1- Yes; 2- No; 3- n/a.

75. If in education, CITED SATISFACTORY RELATIONSHIPS WITH PEERS (satprel3): 1- Y with all; 2- Y with some; 3- No; 4- n/a.

76. If in education, CITED SATISFACTORY RELATIONSHIPS WITH TEACHERS (satsrel3):1- Yes with all; 2- Yes with some; 3- No; 4- n/a.

77. If in education/training PUPIL/FAMILY SATISFIED WITH TRAVEL TO PROVISION (satrav3): 1- Yes; 2- No; 3- n/a.

78. ENGAGEMENT (24 months) (eng3): 1- Engaged/Employed; 2- Lost; 3- Refusing; 4- Disengaged/Unemployed; 5- Not applicable.

Part G: Overview of Inter-agency work
(See also - questions 113 -117)
PUPIL INVOLVEMENT WITH:
79. CAREERS (car): 1- Yes, 2- No
80. If Y, INSTRUMENTAL IN ARRANGING/MAINTAINING PLACEMENT "
(carper): 1- Yes, 2- No, 3- n/a

81.CONNEXIONS (conx): 1- Yes, 2- No
82. " *[Same wording and coding as 80]* (conxper):

83.MENTORS (ment): 1- Yes, 2- No.
84. " *[Same wording and coding as 80]* (mentper):

85.CAMHS (cams): 1- Yes, 2- No.
86 . " *[Same wording and coding as 80]* (camsper):

87. YOTS (yots): 1- Yes, 2- No.
88 . " *[Same wording and coding as 80]* (yotsper):

89. EDUCATIONAL PSYCHOLOGISTS (ep):1- Yes, 2- No.
90. " *[Same wording and coding as 80]* (epper):

91. SOCIAL SERVICES (ss):1- Yes,2- No.
92. " *[Same wording and coding as 80]* (ssper):

93.DID ANY OF 79,81,83,85,87,89,91 *OR A TEACHER/ LEA WORKER* ACT AS A LINK WORKER (lw)? 1- Yes,2- No.

94. If Y, INSTRUMENTAL IN ARRANGING/MAINTAINING PLACEMENT (lweff):1- Y, 2- N, 3- n/a

Part H: Social Capital
95. RELATIVE/FRIEND INSTRUMENTAL IN ARRANGING/ MAINTAINING PLACEMENT (scap): 1- Yes; 2- No.

96. If Y, NATURE of RELATIONSHIP (scap_rel):1- Parent/Guardian; 2- Step-parent/parent's partner; 3- Sibling; 4- Other relative; 5- Neighbourhood contact; 6- Social contact away from neighbourhood (e.g. friend from a football team); 7- N/a.

Part I : Outcomes

97. LOOKED AFTER POST EXCLUSION* (l_post) : 1- Yes; 2- No.
*at any point

98. YOUTH OFFENDER POST EXCLUSION* (y_post): 1- Yes; 2- No.
*either self-reported or suspected by an adult interviewee

99. If Y, TYPE (y_type):1- Violence; 2- Theft; 3- Motor offence; 4- Vandalism; 5- Any combination; 6- Other; 7- Drugs; 8- n/a.

100. TURBULENCE/No of transitions of activity since P.Ex (turb): n

101. QUALIFICATIONS (AUG YR 11) (qualyr11):1- Academic: => 1 GCSE, A-C 2- Academic: => 1 GCSE, A-G; 3- Academic: Other; 4- Vocational 5- None; 6- n/a (yr. 9).

102. QUALIFICATIONS (24 MONTHS) (qual24): 1- Academic: => 1 GCSE, A-C 2- Academic: => 1 GCSE, A-G; 3- Academic: Other; 4- Vocational. 5- None; 6- n/a (yr. 9).

103. EXPERIENCE OF EMPLOYMENT (empl): 1- Paid; 2- Voluntary; 3- None.

104. If so, Full time (FT)/Part time (PT) (empl_t)? 1- FT; 2-- PT; 3-- n/a.

105. INDEPENDENCE INDICATOR (Bank, Car, Accommodation etc) (ind):1- Yes; 2- No

106. OTHER ACHIEVEMENT (ach):1- Yes; 2- No.

107. If Yes WHAT? (ach_type);1- Involvement with sports; 2- Arts/performance 3- Other; 4- n/a.

108. PERSON CREDITED WITH GREATEST CONTRIBUTION TO ACHIEVEMENT (ach_cont): 1- Self; 2- Relative; 3- Peer; 4- Professional 5- Other; 6- No-one identified; 7- N/A; 8- Any mix of 1-5.

AMBITIONS

109. FURTHER EDUCATION (fe_amb):1- Academic: GCSEs; 2- Academic: Other; 3- Vocational; 4- None.

110. EMPLOYMENT(empl_amb):1- Manual/semi-skilled; 2- Professional; 3- Homemaker; 4- Unemployed; 5- Not known- n/a.

Additions:

111. HOME SET-UP at p.ex (home2):1- Lives with both natural parents; 2- Lives with 1 natural parent + their partner; 3- Lives with 1 natural parent; 4- Lives with a close relative; 5- Lives alone/with friends; 6- In care.

112. EXPRESSED PREFERENCE/ ATTAINMENT IN AN ACADEMIC ASPECT OF CURRICULUM (e.g. Maths, Geography) (ac_pref): 1- Yes; 2- No.

113. EVIDENCE of INTER_AGENCY WORK (inter_ev): 1- Yes 2- No

114. WHO IS LINKWORKER (lw_type): 1- Careers service worker;
2- Connexions worker Mentor; 3 -CAMHS worker; 4- YOT worker;
5 - Educational Psychologist; 6- Social services dept social worker;
7 - EWO or similar LEA worker; 8- BSS teacher or other BSS worker;
9- EOTAS teacher/reintegration service worker; 10 - n/a.

115. Has Young person been involved with/had support from: Educational Welfare Officer (ewo): 1- Yes, 2- No
116 If Y, INSTRUMENTAL IN ARRANGING/MAINTAINING PLACEMENT (ewoper): 1- Yes; 2- No, 3- n/a.

117. Has Young person been involved with/had support from Behaviour Support Service (bss): 1- Yes; 2- No.
118. If Y, INSTRUMENTAL IN ARRANGING/MAINTAINING PLACEMENT (bssper): 1- Yes;2- No, 3- n/a.

Appendix D: The Trajectories of the Young People.

D1. **Overview**. Table D1 summarises the complex data about the young people's post-exclusion trajectories. The data employed have been gathered from documentary records; first and final interviews with many of the young people and their parents; and staff interviews. Colour codes are used to aid communication of information, explained below in D2 and the key following Table D1. As well as showing the range of provision made (thereby complementing information given in Chapter 5), Table D1 shows the different career paths taken by each of the 193 young people. The completeness of each trajectory relates to the availability of firm data on each case. Table D1 has been sorted (using Microsoft Excel) by LEA, year group and by the final right-hand column in Table D1, which indicates whether contact has been lost with a young person 23 to 24 months after his or her exclusion.

D2. **Guide**.

- *Column 1: Colour-coded LEAs.* Table D1 first identifies the sample from LEA A (A1-A47, coloured in column 1 in light blue) then progresses through the sample from LEA B through to LEA K, with a different colour used in column one to facilitate identification of each of The LEAs.
- *Columns 2-7: pre-Exclusion details.* Details are given of the year group in which the Young persons received their Exclusion; gender; whether they were youth offenders prior to exclusion; whether they were looked after prior to exclusion and then how many fixed-term exclusions they received (if any and where known).
- *Columns 8-19: Young persons' 24 trajectories.* The middle columns, under the bold heading 'Pathways in 8 week periods', track each young person, subject to the availability of firm data, from the month of exclusion through to 23-24 months after that date. By adopting eight week periods the variability in the precision of the data can be accommodated and an accurate representation shown of each Young person's trajectory over the two year period. A degree of approximation is inevitable given that the interviews were 'retrospective' and subject to fallible memories of the exact timing of start and finish dates in particular forms of provision. Where possible, documentary evidence was employed to confirm dates and cross-reference was made between different interviews to attain the maximum degree of accuracy.

- *Young people with whom contact was lost.* Where question marks are employed, the Research Team was unable to track the whereabouts or status of the young person for the periods signified by the squares in which "?' is entered.
- *Probable status.* On very rare occasions a question mark appears on a non-white square. This indicates that the Research Team has fairly reliable evidence about the status of the young person in a particular month but was unable to cross-check this with additional sources.
- Colour code (see key following Table D1 for full details). Pink- denotes placement in a PRU; light blue-in a mainstream school; dark blue - in a further education college; yellow - receiving outreach or 'home tuition' (marked with 'ot') or attending an Alternative Education Programme (squares marked with 'al'); olive - the young person was in substantial part-time or full-time employment; grey - the young person was not receiving or was not taking up any education, training or significant employment;
- *Attaining school leaving age.* Black - indicates the 8 week period in which the Young person reached compulsory school leaving age in Y11.
- *Further exclusions.* Red indicates a permanent exclusion or an 'arranged transfer' amounting to a further permanent exclusion after the Young person's Exclusion.
- *Youth offending.* Orange indicates placement in a youth offenders' institution or secure social services accommodation.

Table D1: Post-exclusion trajectories of the young people
(sorted by LEA, year group and whether contact lost 23 -24 months after exclusion)

				Pre-exclusion			Pathways in 8 week periods											
	PEx Yr Gr	Sex	Ethnicity	Yth offend	Look after chil	Fixd Term Exc	Months											
							M1-M2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-22	M23-M24
A10	9	M	BC	y		?			2P							?	?	?
A13	9	F	BC			4+						at				?	?	?
A19	9	M	BO			?				H	•d					?	?	?
A23	9	M	W			?	•d	•disengaged					•disengaged				?	?
A26	9	F	BC			?		•d						?	?	?	?	?
A47	9	F	W			?						R				?	?	?
A17	9	M	W			?	R						?	?	?	?	?	?
A18	9	M	BC			4+				•d		•disengaged		•d	•d	•d	•d	•d
A39	9	M	W			1	?					2M	2M				?	•d
A44	9	M	BC			4+						ab					ab	•d
A01	9	M	BO			4+												
A08	9	M	W			?												
A12	9	M	BC			3												
A15	9	F	W			0												
A16	9	M	BC			0			at						Holiday			
A21	9	M	BC			2							2P	2P				
A27	9	F	M			4+	H		PRU		PRU		al		PRU		PRU	
A31	9	F	W			4+							■	■	■	■	■	■
A32	9	M	M	y		4+					■	■		■	■	■	Ep	Ep
A22	9	M	Ba			2	R											
A03	10	M	Pa			?		?		abroad			abroad			abroad		?
A35	10	M	BC			?	R				abroad			abroad		abroad		?
A37	10	M	Ba	y		?			•disengaged			•disengaged				?	?	?
A40	10	M	BC	y		?	R				?	?	?	?	?	?	■	?
A25	10	F	M			4+						■			looking after her baby			
A02	10	M	Pa	y		1	Ap	•d	•d			■	•d	•d	al	al	al	■
A05	10	F	BC		y	4+				•disengaged		•d	2al	2al	2al	■	■	•d
A06	10	F	BC	y	y	?	al	al	ot	ot	2al •d			ot	ot	■	CC	CC
A30	10	M	BO	y		0				•d	•d	•d	•d	•d	•d	■		
A43	10	M	Ba	y		4+						ab				■	•d	•d
A04	10	F	BO			4+			•d	•d	R	■		?	?	ma	ma	ma
A07	10	M	BC			?								■	ICE	ICE	ICE	ICE
A11	10	M	W	y		2	H			•d	■	■	■	■	Ef	Ef	Ef	Ef
A20	10	M	W			?	?		•d			•d		Ef	Ef	Ef	Ef	Ef
A24	10	M	BC	y		4+								■	■	■	■	■
A28	10	M	BC			2			■	■	■	■	■	■	■	ICE	ICE	ICE
A29	10	M	BC	y		4+				■	■	■	■	PEx	■	■	■	■

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Table D1 (sheet 2):

	Yr Gr	*Sex*	*Ethnic.*	*Y Off*	*L AC*	*Fix T Excl*	*M1-M2*	*3-4*	*5-6*	*7-8*	*9-10*	*11-12*	*13-14*	*15-16*	*17-18*	*19-20*	*20-22*	*M23-M24*
A33	10	M	M	y		3							Went down a year to Y10					
A38	10	M	Pa			?	H	2P	2P	2P	2P	2P		■	■	■	■	■
A41	10	M	M	y		0										■	Ep	Ep
A42	10	M	BC			3						*d	*d	■	■	■	■	■
A45	10	M	BC			2	Ap	R			al					■	■	■
A46	10	M	Pa	y		1								■	■	■	■	■
A14	11	M	BC			?	*d	*d	■	?	?	?	?	?	?	?	?	?
A09	11	M	BC			4+		■	■	■	■	ICE	ICE	ICE	ICE	ICE	ICE	ICE
A34	11	M	W			4+		■	*d	*d	■	Ef	Ef	Ef	Ef	Ef	Ef	Ef
A36	11	M	Pa	y		0	awaiting trial					■					■	■
B16	9	F	W			4+								?	?	?	?	?
B09	9	M	BC	y		1						PEx		■	■	■	*d	*d
B14	9	F	BO			2			ab	ab	ab	ab	ab	ab	ab	ab	ab	ab
B05	9	M	W	y		2												
B13	9	M	W			3											al	Ral
B02	10	M	O			2	H			2F	2F	2F	■		?	?	?	?
B08	10	M	W			1	*d	*d		Ef	Ef	Ef	Ef	■	?	?	?	?
B12	10	F	BC			3			?	?	?	?	?	?	?	?	?	?
B01	10	F	W			2									*d	*d	■	Ep
B04	10	M	BO			1				2M	2M	2M	■	■	■	■	■	■
B07	10	M	W			1								■	Ef	Ef	Ef	Ef
B10	10	F	W			1											■	Ep
B11	10	M	W	y		2		2F	2F	2F	2F	2F	■	Ef	Ef	Ef	Ef	Ef
B15	10	M	BC			0										■	■	■
B03	11	M	W			3				■	ICE	ICE	ICE	ICE	ICE	ICE	?	?
B06	11	M	BC			1	*disengaged	■	■	■	?	?	?	?	?	?	?	?
B17	11	M	W	y	y	4+		them comm			■	therapeutic com/ty				PEx	al	*d
B18	11	M	W	y		2	home ed/employment					■	Ef	■	■	■	■	■
C02	9	M	W		y	?		?	?	*d	*d	?	?	?	?		la	?
C04	9	F	BC		y	?		?	ot	ot	?			?	?	?	?	?
C05	9	M	W	y	y	?		*d	*d	DP							R	
C06	9	M	W			3					PEx	al	al	al	■	■	■	■
C07	9	M	W			3							Ep	Ep	Ep	Ep	Ep	Ep
C08	9	M	W	y		4+								PEx			al +Ep	
C20	9	F	W			4+												
C21	9	M	W			?		Ap	Ap									la
C01	9	F	BO			?		?	ot	ot	?	*d	*d	*d			R	
C09	10	M	W			?	R	Ef	Ef	Ef	Ef	■	?	?	?	?	?	?
C19	10	M	BO			?		?	?	?	?	?	?	?	?	?	?	?
C10	10	F	W	y		4+				R		■	■	■	■	Ep	Ep	la
C03	10	M	M	y		4+		al	R	R		■						
C14	10	M	W	y	y	4+		■		R	R	■						
C11	10	F	M			4+			al	al	al	■	■	■	■	H	■	■
C13	10	M	W	y	y	4+									al	■	■	■
C15	10	F	W			?							■	■	■	■	Ef	Ef
C18	10	M	M	y		4+	la			■	■						■	■
C17	10	M	W	y		?										al	al*d	■
C12	11	M	W			4+				al	■	Ef	Ef	■	■	■	■	■

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Table D1 (sheet 3):

	Yr Gr	Sex	Ethnic.	Y Off	L AC	Fix T Excl	M1-M2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	20-22	M23-M24
D01	9	M	M	y		4+	2P							*d				?
D05	9	M	W	y		4+	R	Ap	Ap	Ap		*d	*d	?	?	?	?	?
D11	9	M	W			4+	?	al	al	al	PEx			*d	*d	?	?	?
D16	9	M	W	y		4+					?	?	?	?	?	?	?	?
D18	9	F	W			4+					*d	?	?	?	?	?	?	?
D19	9	F	W			?			?	?	?	?	?	?	?	?	?	?
D04	9	M	W			4+								PEx		*disengaged		
D06	9	M	W	y		3							?	*disengaged				
D08	9	F	W			4+	kw	kw										
D14	9	M	Pa			3	kw		*d	*disengaged						*disengaged		
D17	9	M	W			4+	kw	al	al	al	*disengaged				*d			
D02	10	M	BC			4+		■	■	■	■	■	■	■	■	?	?	?
D03	10	M	W			2	kw	kw	kw	al	al		al	al	al	■	?	?
D09	10	M	W			4+	Ap	Ap		■	■	■	■	■	■	?	?	?
D10	10	F	BC			4+	Ap	Ap						■	?	?	?	?
D07	10	M	Pa			0	al	■	■			■	■	■	■	■	■	■
D12	10	M	W			4+		■	■	■	■	■	■	■	■	■	■	■
D13	11	M	BO			4+	*disengaged					?	?	?	?	?	?	?
E14	9	F	W			?				at	?	?	?	?	?	?	?	?
E16	9	M	W		y	4+				ot	ot	ot	?	?	?	?	?	?
E03	9	F	W	y		4+												*d
E07	9	M	W	y		4+			at					at		ot	ot	ot
E17	9	M	W			4+								at			ot	ot
E19	9	M	W	y		4+									at		es	es
E02	9	M	W	y		?							2P				at	ot
E12	9	M	W	y		2							2F	2F	2F	2F	2F	2F
E01	9	M	W	y		4+			*disengaged			*d					*d	PEx
E04	10	M	W			4+	ot	ot	R			■						PEx
E15	10	F	W	y	y	4+		Rot								■	ICE	ICE
E20	10	M	W			4+		Rot						■			Ef	
E21	10	M	W			4+				*R				■				
E05	10	M	W			4+		ot	ot	ot	ot	ot	ot	■	■	■	■	■
E10	10	M	W			4+		ot	ot	ot	ot	ot	■	Ep			al	al
E11	10	M	W			4+		ot	ot	ot	ot	ot	ot	■	Ep	Ep	■	■
E18	10	M	W			0										■	■	■
E08	11	F	W			?				■	?	?	?	?	?	?	?	?
E06	11	M	W	y	y	0		R	■									
E09	11	M	W			2		ot	■								■	■
E13	11	F	W			4+		x2		Rot	■		Ef	Ef	Ef	Ef	■	Ef

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Table D1 (sheet 4):

	Yr Gr	*Sex*	*Eth nic.*	*Y Off*	*L AC*	*Fix T Excl*	*M1-M2*	*3-4*	*5-6*	*7-8*	*9-10*	*11-12*	*13-14*	*15-16*	*17-18*	*19-20*	*20-22*	*M23-M24*
F01	9	M	Pa			2										*d	*d	*d
F11	9	M	W			3		2s	2s									
F14	9	F	W			1						2P	2P	2P	2P		Y11 progr	
F17	9	M	M	y		0												
F18	9	M	W	y		2		*disengaged				*disengaged			*d	2al	2al	2al
F19	9	F	W			2			YM	YM	YM	YM	YM	YM	YM	YM	YM	YM
F04	9	M	Ba			?		*d						*d	*d	at	R	
F08	9	M	M			4+				2al	2al	2al	2al		■	at	ot	
F09	10	M	W	y		1			R								■	?
F20	10	M	BO			4+		Ap	*d	*d	*d	*d	at	*dot	*dot	■	?	?
F05	10	M	W	y		4+			*d	R					Ral	■	ICE	ICE
F06	10	M	W			3					*disengaged		*dP				■	
F12	10	F	W			4+			*d	*d	■	la	la	YM	YM	■		
F16	10	M	W	y		4+			*d	*d	R		YOI	YOI	■	2Ep	at	
F03	10	M	W	y		4+					Dal	■	■	■	■	■	ma	ma
F10	10	M	W	y		0			■	■	Ef	Ef	Ef	■	Ef	Ef	Ef	Ef
F13	10	M	Ba			2		abroad		ab			■	■	■	■	■	■
F02	11	M	W	y		4+	es	■	Ef	2F								
F07	11	M	W	y		4+		■										
F15	11	M	M			0	es	es	■	fe	fe	fe	fe	fe	fe	fe	fe	fe
G03	9	M	M			4+						*d	*d	*d	?	?	?	?
G04	9	M	BO			?		?	?	?	?	?	?	?	?	?	?	?
G10	9	M	BC			4+						PEx						?
G11	9	M	W			4+				*R	?	?	?	?	?	?	?	?
G13	9	M	I			4+					*disengaged				abroad			?
G05	9	M	W	y	y	4+					PEx		■	PEx			ICE	ICE
G16	9	M	BC			3										*dal	*dal	*dal
G18	9	M	BO		y	4+									*disengaged			*d
G01	10	M	I			?			PEx	ab	■	PEx	?	?	?	?	?	?
G12	10	F	BC	y		3				?	?	?	■	?	?	?	?	?
G15	10	F	W			3		?	?	?	?	?	?	?	?	?	?	?
G08	10	M	M			4+			ot		PEx							
G02	10	M	M			4+			*R			■		■	■	■	■	■
G06	10	M	W	y		4+		ot				PEx			al	al	al	al
G07	10	M	Pa			4+					■	■	ab	ab				Ef
G14	10	M	Pa			0				PEx						■	■	■
G19	10	M	W			4+						PEx						
G09	11	M	W			?		?	?	?	?	?	?	?	?	?	?	?
G17	11	M	W			3				■		R						

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Table D1 (sheet 5):

	Yr Gr	*Sex*	*Ethnic.*	*Y Off*	*L AC*	*Fix T Excl*	*M1-M2*	*3-4*	*5-6*	*7-8*	*9-10*	*11-12*	*13-14*	*15-16*	*17-18*	*19-20*	*20-22*	*M23-M24*
H01	9	M	W	y	y	1									**2al**	**2al**	**2al**	**2al**
H05	9	M	W			4+	**h**								**2al**	**2al**	**2al**	**2al**
H07	9	M	W			0	**ot**	**ot**										
H02	9	M	W			3		**Rot**			R						**al**	**Ral**
H03	9	M	W			4+		**h**						**Ral**	***dal**			
H10	9	M	W			4+	***d**	R							**Ral**			
H12	9	M	W	y		2			■	■	■	*d	R			**al**	**Rot**	
H06	10	M	BC			4+	■	■	■	■	■	■	**PEx**		■	ICE	■	■
H11	10	M	M	y	y	4+	**ot**	**ot**									■	■
H08	11	M	W		y	?					■							
H04	11	M	BC	y		2	ot			■	■	■	*d	ICE	ICE	**Ep**	**Ep**	**Ep**
H09	11	M	BC			?				■	**ma**	■	■	■	■	■	**Ef**	**Ef**
J06	9	M	W	y		4+				**R**								
J03	9	M	W		y	0				**PEx**								
J08	9	F	Pa			1												
J04	9	M	W			0	Ap	Ap	Ap	?	?	?						
J07	9	M	W			1					ot	ot	ot	ot	ot	ot	ot	ot
J02	10	F	BC			2		?	?	?	?	?	?	?	?	?	?	?
J05	10	M	BO		y	0					al	al	al	al	■	ICE	ICE	?
J01	10	M	W			4+								■	Ep	Ep	Ep	Ep
J09	10	N	W			1							■					
K05	9	M	W			4+					**at**	PRU		PRU	■	■	**E p**	
K08	9	M	Ba			?								***disengaged**		***d**	***d**	■
K02	9	M	Ba			4+												
K07	9	M	Ba			2		***d**					***d**	PRU			PRU	PRU
K01	10	M	Ba	y		?		***d**	abroad		?	?	?	?	?	?	?	?
K06	10	M	BC			?			?	?	?	?	?	?	?	?	?	?
K03	10	M	W			0	ap	ap						■	■	■	■	■
K04	10	M	Ba	y		3	R	ab									■	■
K09	11	M	Ba	y		?		PRU	*d PRU		■	*d			?	?	?	?

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Key to Table D1:

(from left to right) **Columns 2-7: Pre-permanent exclusion**

P.Ex Year Group in which young person permanently excluded Sex (m=male;F=female)

Ethnicity:Ba=Bangladeshi;BC = Black Carib.:BO= 'Black Other'; Pa = Pakistani; I= Indian; M=mixed;W=white/

Yth offend = record of youth offending prior to exclusion

Look after ch. = record of being looked after at some time prior to exclusion

Fixd Term Exc: Number of known fixed term exclusions prior to P.Ex (4+ = four or more/'lots')

Columns 8-19: Pathways in 8 week periods, *[Note: events from 'odd' months moved 1 column right]*

▨	1 or more new mainstream schools
■	1 or more placements in further education college(s)
	1 or more placements in Pupil Referral Unit(s)
ot	' outreach teaching' or home tuition not exceeding 2hrs a week.
al	'alternative' education course(s) (part-time or full) provided by bodies other than LEA
PRU	under 2 hours per week tuition provided at PRU
▨	special school or therapeutic community (tc)
	parents opt to provide education at home
■	period in which official school leaving date is reached.
at/Pex	placement ended through formal exclusion or 'arranged transfer'[at]
▨	not receiving or not taking up any education, training or significant employment
E/Ep	substantial paid employment (not ICE) E= full-time Ep=part-time
	in youth offenders' institution or secure accommodation.
la	left area
?	data insufficient to track young person
2F	Dual enrolmt with 'F' = furth. ed. Coll.;2M=mainstream school: 2s=special sc:2P=PRU:2al= alt.ed.prog.
ab	Young person went for extended stay abroad.
Ap	Young person went to Exclusions Appeal Panel.
cc	young mother looking after own baby.
lc	lost contact with the young person
•d	disengaged/very intermittent attendance
es	GCSE and other exam. supervision only
H	extended holiday.
ICE	intermittent casual employment'
kw	keyworker providing some oversight
ma	Modern apprenticeship
R	1st period young person refused to attend offer (authority often tries to re-engage YP in later months).
U	Unemployed
YM	attendance at young mother's unit

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